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ABSTRACT

This study represents part of an effort to assess the educational needs of Texas pupils. Based on a 1967 replication study of 69,000 Texas high school seniors, the report describes demographic information and test scores on the American College Test (ACT). The report was designed to assist educational leaders in improving the quality of Texas elementary and secondary public schools. The same version of the ACT battery and pupil information questionnaire were administered as had been in 1967. Although the validity question arising from the change in student attitude toward testing sharply constricts interpretation of changes in the ACT scores obtained, the following conclusions are supported by both the 1967 and 1971 data: (1) the scores of over half of the Mexican American and Black seniors were below the lowest quartile for the Anglo seniors; and (2) the higher the socioeconomic status of the seniors' families, the higher the scores. (Author/WS)

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1971 TEXAS ACHIEVEMENT APPRAISAL STUDY

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Texas
Education
Agency
Austin, Texas

May 1972

A NEEDS ASSESSMENT REPORT

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3. Non-discriminatory use of facilities.

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In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

PREFACE

The Texas Achievement Appraisal Study was conducted as a part of the continuing effort of the Texas Education Agency to assess the educational needs of Texas pupils. Although patterned after the 1967 study of the Governor's Committee on Public School Education, this activity was the first of its kind to be accomplished by the State agency.

Based on a replication study of 69,000 Texas high school seniors, the report describes demographic information and test scores on the American College Test. The report was designed to assist educational leaders in improving the quality of Texas elementary and secondary public schools.

If you have questions about the study or desire further clarification on some feature of this report, please contact

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Each school district which participated in the Texas Educational Development Study conducted by the Governor's Committee on Public School Education in Texas (1967) was invited to assist in replicating that study. Almost all of the school districts agreed to participate again; a few additional school districts participated so that a second sample representative of each education service center (ESC) region could be obtained.

Credit for successful completion of this project must be attributed to the assistance of the ESC and school district staff members. Personnel from each school district were assigned the often thankless task of administering the test battery, and the ESC guidance coordinators willingly served as liaison for both the school districts and the Agency. Members of the Office of Planning in the Agency performed many of the administrative duties, contracting the instrument design activities to the American College Testing (ACT) Program. The development of a Texas edition of the ACT battery was greatly appreciated. Needless to say, the Texas Education Agency takes sole responsibility for any errors or oversights included in this report.

A final word of thanks should be expressed to a select panel of experts representing various sectors of the educational enterprise whose review of the preliminary test data provided many helpful suggestions for writing this report.

FOREWORD

Within the context of educational accountability and societal change, the Texas Education Agency has developed a plan for meeting the Goals for Public School Education in Texas adopted by the State Board of Education. This plan involved identifying priority areas of concern, formulating questions to be answered for each priority area, assessing the student needs, and defining learner objectives to be achieved with the resources available. These steps lead to the selection of statewide strategies to alleviate educational needs and finally the development of specific objectives and work plans for the Texas Education Agency.

As one part of the Statewide Design for Needs Assessment this report will focus upon how prepared Texas high school seniors are to succeed in college. Additional studies are being planned to assess the needs of Texas students in other priority areas such as career development, interpersonal relations, and communication skills. Reports of these studies will be sent to educators, legislators, and citizens concerned with curriculum planning and development.

ABSTRACT

The 1971 Texas Achievement Appraisal Study is an attempted replication of a 1967 study in which the Governor's Committee on Public School Education (GCPSE) administered the American College Test (ACT) to a sample consisting of about half the seniors of Texas. The ACT battery has been used extensively for many years to measure how well high school seniors can handle typical college work in the areas of English, mathematics, social studies, and natural sciences. The ACT battery is a mixture of achievement and aptitude measurement; it measures developed abilities. Neither the GCPSE study nor this replication attempted to determine the degree to which the performance of any senior is attributable to each of several factors--innate ability, motivation, quality of instruction, home environment, and others.

The same (1967) version of the American College Test (ACT) battery was administered to the seniors of the school districts that were in the 1967 sample. In addition, substantially the same pupil information questionnaire was administered in both years. The cooperation of the high schools was sufficient for replication.

Comparison of the demographic characteristics of the seniors tested in 1967 and 1971 is blurred by the large number who did not provide information about themselves in 1971. The percentage of seniors who did not provide the four elements of data needed for computation of the index of socioeconomic status increased from 16% to 27% between the 1967 and the 1971 testings. For those who provided the information, upward movement on the socioeconomic scale between 1967 and 1971 was evidenced; this movement might result from the increase between 1967 and 1971 of seniors who did not provide the information needed for computation of the index. The portion of the 1971 sample consisting of seniors who reported their ethnic background as either Mexican American or Black did not differ from the portion so reported in the 1967 sample; however, the portion of seniors in the 1971 who responded "Anglo" to the ethnicity item was much lower than the percentage reported to be Anglo in the 1967 sample. Twenty percent of the seniors in the 1971 sample did not report themselves as either Mexican American, Black, or Anglo.

A large part of the decline in ACT scores between 1967 and 1971 is attributable to that portion of the scores contributed by 1971 seniors who did not report themselves to be either Mexican American, Black, or Anglo. The mean composite ACT scores for all seniors combined declined a full standard score unit between 1967 and 1971. When the scores are analyzed by those who reported their ethnic background as either Anglo, Mexican American, or Black, however, one finds that none of these ethnic groups had a decline as large as one standard score unit; except for the Mexican American males, none of the ethnic/sex groups declined more than 0.3 of a standard score unit.

Evidence that the 1971 seniors were less concerned with providing full and accurate pupil information raises the possibility that they may also have not extended their best efforts toward answering the items of the ACT battery. The decline in the ACT scores between testing years may be, in part, a reflection of changes in the seniors' attitude toward testing situations.

Although the validity question arising from the change in student attitude toward testing sharply constricts interpretation of changes in the ACT scores obtained, the following conclusions are supported by both the 1967 and 1971 data:

1. The scores of over half of the Mexican American and Black seniors were below the lowest quartile for the Anglo seniors.

2. The higher the socioeconomic status of the seniors' families, the higher the scores.

An analysis of the 1971 scores by socioeconomic status (SES) within each ethnic group did not confirm the hypothesis that the mean score pattern for ethnic groups was merely a reflection of the pattern for SES. In fact, the mean scores of the Anglo seniors of the lowest SES group were higher than the mean scores of the ethnic minority seniors of the highest SES group having a significant number of members.

Data from the pupil information questionnaire indicated the following:

1. A close relationship was found between both the ethnic group and socioeconomic status of the Texas seniors and such variables as

    - plans to attend college
    - choice of a two-year or four-year college
    - plans to attend a vocational/technical school
    - plans to enter the military service
    - plans to work next year
    - need, as perceived by the seniors, for financial help in order to attend college
    - occupational plans
    - seniors' opinions of their high school programs
    - seniors' wishes that they had followed another type of curriculum
    - reasons for having considered "dropping out"
    - highest degree to which the seniors aspire.

2. Little relationship was found between either the ethnic group or socioeconomic status of the Texas seniors and such variables as

    - plans of the girls to stay home and raise families next year
    - most important reason for planning
        .. to go to college next year
        .. not to go to college next year
    - person most helpful in planning their future.

3. Examination of the items which describe the Texas seniors in the samples revealed that

    - the same percentage of seniors in the samples of 1967 and 1971 reported that, within the past seven years, they had moved into either a city of at least 25,000 or a suburb of a large city from either a small town or a rural area;

- about the same percentage of seniors in the samples of 1967 and 1971
  - .. were 18 or older
  - .. took each type of curriculum
  - .. aspired to a college degree
  - .. had fathers in each category of occupations;

- an increase occurred between 1967 and 1971 in
  - .. the educational level of the parents of the seniors in the samples
  - .. the average of the sample seniors' grades in English, mathematics, social studies, and natural sciences.

Although the attitude of high school seniors toward responding to tests and questionnaires may have changed to the extent that caution should be used when comparing ACT scores across years, the gross pattern of scores among pupil populations in 1971 is worthy of close examination. The responses of the seniors to questionnaire items seeking their opinions regarding school programs and inquiring about their plans should be of interest to educational planners who have responsibility for program planning and improvement.

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I. PROJECT DESCRIPTION

Purpose and Limitations

The Texas Achievement Appraisal Study (TAAS) is only one part of the Texas Education Agency's continuing effort to assess school-related needs of Texas children. The TAAS is a replication of a study conducted in 1967 by the Governor's Committee on Public School Education (GCPSE). The purpose of the 1967 study, and its 1971 replication, was to gather data from Texas high school seniors concerning their

- academic preparedness for success in typical college work related to English, mathematics, social studies, and natural sciences,
- plans and aspirations, and
- opinions regarding their high school experiences.

The 1967 GCPSE study revealed wide differences among the ethnic groups in the scores of their seniors on measures of academic preparedness for college. The 1971 TAAS sought to answer the question: What progress are the public schools of Texas making toward raising the academic preparedness of minority group seniors to the level of Anglo seniors? How do the current populations of seniors compare, in terms of academic preparation, with seniors of four years ago?

The 1971 TAAS was also concerned with finding out

- what the seniors plan to do after graduation, and
- how the seniors feel about their curriculum and their other high school experiences.

The studies were limited to the acquisition of status information, rather than to the identification of causal factors underlying test performances. The results show how well the seniors performed at the time of administration. The results do not indicate how the seniors arrived at their performance

level. The results should not be interpreted as reflecting potentials for learning. The extent to which quality of instruction and specific academic experiences entered into the performance levels is unknown. The effects of motivation, study patterns, home environment, and other influences upon the seniors' performances were not investigated. The scope of the study was limited to a description of where the seniors are with reference to the specific areas of functioning sampled by a particular test battery.

Data Collection

In 1967 the GCPSE sought to administer the American College Test (ACT) to all seniors in a sample of school districts; in 1971 the TAAS administered the same form of the ACT in the same sample of school districts. A pupil information questionnaire, with only a few changes from that used by the Texas Educational Development Study, also was administered by the TAAS.

The ACT battery consists of four tests designed to measure the students'

- understanding and use of the basic elements in correct and effective writing: punctuation, capitalization, usage, phraseology, style, and organization,
- mathematical reasoning ability, with emphasis upon the solution of problems in advanced arithmetic, algebra, and geometry,
- comprehension of reading passages taken from typical social studies materials, and understanding of essential concepts in the social studies, and
- comprehension of reading passages in the areas of biology, chemistry, and general science, and understanding of basic principles of science.

A composite score is obtained by averaging the standard scores obtained from the four tests.

The pupil information questionnaire (Appendix A) requested information from the seniors regarding

- their goals, plans, and aspirations,
- their high school grades and their non-academic achievements,
- their evaluation of their high school experiences, and
- their high school curriculum.

The questionnaire contained four items from which a socio-economic index of the seniors' parents was computed (Appendix B); the computation and the weightings were the same for the 1967 TEDS and the 1971 TAAS.

Sampling

The main (replication) sample (described in Appendix C) attempted to replicate as exactly as possible the sample used by the Governor's Committee on Public School Education in its 1967 TEDS. The use of the same sample made possible the comparison of the 1967 and 1971 data. The main sample consisted of all seniors in about 10% of the districts of the state; the districts contained slightly more than half of the seniors of the state. The data contained in this report are based on this main (replication) sample.

A second sample, (described in Appendix C) was drawn to obtain a better representation of the districts in each of the 20 education service center (ESC) regions. Although the results from this sample are useful to each ESC as indications of current status, they are not comparable to the results from the 1967 testing; therefore, the only data from the second sample that are presented in this report are on pages 67 and 68.

Climate

One aspect of the earlier study could not be replicated. In 1967 the testing was initiated by the prestigious Governor's Committee on Public School Education (GCPSE). Prior to 1967 a statewide testing program approaching the magnitude of the

GCPSE effort had not occurred in recent years; great expectations were aroused. In 1971 the replication lacked the widespread publicity of the original testing. As a consequence, the school administrators in 1971 may have felt less concern to "look good" and to urge their students to "do their best." For example the school administrators might not have tried as hard in 1971 as they did in 1967 to motivate those seniors who had recently completed the ACT battery (as part of the application procedure for college entrance) to again take the ACT for the TAAS and to do well on it.

Their response to the pupil information questionnaire indicates that the seniors of 1971 might have been more indifferent than the seniors of four years earlier with respect to complying with the wishes of the test givers. The percentage of students who did not bother to complete all the items of the questionnaire was much larger in 1971 than in 1967. For example, the seniors who did not furnish the four items of data necessary for our calculation of the socioeconomic status of their family increased from 16% in 1967 to 27% in 1971. Another indication that a substantial percentage of the 1971 seniors did not take the testing situation seriously is their response to the item which asked them to check their ethnic background. Despite the fact that the item provided for the response "I prefer not to answer," over nine times as many of the 1971 seniors checked "Oriental" as there are Oriental seniors in Texas (as reported by Texas local school superintendents on the Elementary and Secondary Fall School Survey for the U. S. Office of Education). Unfortunately the change since 1967 in the pupils' attitude toward reporting their ethnicity cannot be determined because in 1967 school personnel, rather than the seniors themselves, provided the data on the seniors' ethnicity.

Evidences that a substantial portion of the 1971 seniors did not respond to items on the pupil information questionnaire in such a manner as to describe themselves as fully and accurately as the questionnaire permitted raise questions regarding the seniors' attitude toward the testing situation. To what extent did those seniors who did not feel a compulsion to choose those responses which best described their characteristics then extend their best effort toward answering the ACT test items? The question is not answered by this study; nevertheless, the possibility exists that a basic assumption underlying most educational testing--that the student will try to give his best response and thereby reveal his degree of

achievement or ability--has less validity than was the case in previous years.

Other indications of a shift since 1967 in pupil attitudes can be seen in an increased percentage of pupils who indicated they were uncertain about their vocational plans and an increased percentage who felt each of a number of aspects of their high school programs needed considerable improvement.

Description of Respondents

Since the interpretation of observed differences between testings is dependent upon the extent to which the same populations were sampled, considerable effort was directed toward obtaining a reasonably close replication of the 1967 TEDS. This section describes, for both years, the seniors who completed the battery.

Participation

In 1967, the GCPSE administered the ACT in 119 of the 122 districts selected for its sample. In 1971, the TAAS administered the ACT

- in 116 of the same districts that participated in the 1967 TEDS,
- in the three districts of the TEDS sample that did not participate in 1967, and
- to a 10% sample of the seniors in one of the urban districts that participated in the TEDS.

Two of the districts in the 1967 GCPSE sample had been consolidated with other districts, one of which participated in the 1971 TAAS.

Table A shows the number of seniors who completed the ACT battery for both the 1967 GCPSE and the 1971 TAAS.

TABLE A: Participation in ACT testing, 1967 and 1971

Number of seniors who completed the battery	1967	1971
In districts that participated both years	66,073	68,195
In districts that participated in 1967 but not in 1971	784	--
In districts that participated in 1971 but not in 1967 (based on enrollment estimate)	--	813
In a district that was consolidated with a district not in the sample	8	--

In both the 1967 GCPSE and the 1971 TAAS all seniors in the sample of districts were included, without regard to the high school in which they were enrolled. Of the districts that participated in 1971, there was one high school campus that chose not to participate and two high school campuses in which the tests were not administered in time to meet the scoring deadlines. The one urban district which administered the ACT to a 10% sample rather than to all of its seniors involved all except one of its high schools in its sampling.

Sex distribution

Of the seniors who completed the battery, 50.5% in 1967 were females; 51.2% in 1971 were females. The Anglos, Mexican Americans, and Blacks all showed a slight increase in the percentage of their seniors who were females. Fifty-six percent of Black seniors in 1971 were females. The only category having a preponderance of males was the Oriental. More males than females responded "Prefer not to answer" to the ethnic item.

Ethnic and socioeconomic (SES) distribution

Table B (for the females) and Table C (for the males) show how the seniors who completed the ACT battery were distributed by

ethnicity and socioeconomic status (SES). The percentage distributions of Table B are based upon 33,769 (1967) and 35,357 (1971) females; Table C is based upon the 33,096 (1967) and 33,651 (1971) males who completed the battery. Only three ethnic categories (Anglo, Mexican American, and Black) are used in this report. The other ethnic choices appear to be distorted. For example, of the seniors who completed the ACT battery in 1971, the number reporting themselves as "Oriental" was 2,367; the Elementary and Secondary Fall School Survey found only 260 seniors of Oriental extraction in the entire state. A total of 2,829 seniors reported themselves in the "Other (American Indian, etc.)" category, but the Fall Survey reported only 190 American Indian seniors in the state; some seniors of French, German, or other European extraction may have preferred the "etc." to the "Anglo American" category. This report, therefore, pools all seniors not identified as members of the three major ethnic groups (Anglo, Mexican American, and Black).

The index of socioeconomic status of the senior's family was computed from responses to four items of the questionnaire. These items were: father's occupation, education of head of household, number of rooms in the home, and number of books in the home. A "score" was obtained from each of these four responses, and these scores were added together to obtain the socioeconomic score. The scores were divided into five intervals, with the same score intervals being used in the 1971 TAAS as were used in the 1967 GCPSE.

Examination of Table B and Table C reveals that, for both 1967 and 1971, the distributions for "all females" and for "all males" on socioeconomic status

- approach bilateral symmetry, and
- have about as many cases in the "Upper Middle" and the "Lower Middle" categories combined as in the "Middle" category.

For both years for both sexes, the distributions by socioeconomic status for each of the ethnic groups depart from bilateral symmetry, with the Anglo group having about four times as many of its members in the "Upper" category as it has in the "Lower" category; each of the minority groups, on the other hand, have very few members in the "Upper" category and a substantial proportion of their members in the "Lower" category.

TABLE B: Socioeconomic status and ethnicity: senior females who completed the ACT battery

Year	Ethnic group	Socioeconomic status: Upper	Upper middle	Middle	Lower middle	Lower	Did not furnish SES data	All senior females
1967	Anglo	7.8%	13.1%	27.1%	10.6%	1.9%	8.3%	68.8%
	Mexican American	0.1	0.4	2.9	4.0	3.6	3.4	14.4
	Black	0.2	0.6	2.8	2.6	1.2	4.1	11.4
	Not identified as being in the above three groups	0.4	0.6	1.9	1.2	0.6	0.6	5.4
	All females	8.5	14.7	34.6	18.5	7.3	16.4	100.0
1971	Anglo	9.1	11.8	19.0	5.5	1.2	9.1	55.6
	Mexican American	0.2	0.5	2.6	3.3	3.5	5.1	15.1
	Black	0.2	0.7	2.6	2.4	1.2	5.3	12.4
	Not identified as being in the above three groups	1.1	1.9	4.9	2.4	0.9	5.7	16.9
	All females	10.6	14.8	29.0	13.5	6.8	25.2	100.0

TABLE C: Socioeconomic status and ethnicity: senior males who completed the ACT battery

Year	Ethnic group	Socioeconomic status: Upper	Upper middle	Middle	Lower middle	Lower	Did not furnish SES data	All senior males
1967	Anglo	7.5%	13.2%	28.0%	10.5%	2.1%	8.0%	69.3%
	Mexican American	0.1	0.5	2.9	4.0	3.9	3.4	14.8
	Black	0.2	0.6	2.4	2.2	1.2	3.3	9.9
	Not identified as being in the above three groups	0.3	0.7	2.0	1.5	0.7	0.8	6.0
	All males	8.1	15.0	35.3	18.1	7.9	15.5	100.0
1971	Anglo	8.2	11.3	18.6	5.6	1.1	9.8	54.6
	Mexican American	0.1	0.5	2.5	3.0	3.0	5.5	14.6
	Black	0.2	0.6	2.0	1.6	1.1	4.7	10.2
	Not identified as being in the above three groups	1.3	2.3	5.5	2.4	0.9	8.1	20.5
	All males	9.7	14.7	28.6	12.7	6.1	28.2	100.0

The large increase in the percentage of seniors who did not furnish the four items of data necessary for calculating the index of socioeconomic status obscures comparison of the distributions. A general shift toward the upper SES category is discernible, however.

Age distribution

The percentage of seniors who, at the beginning of the school year, were 18 or older remained constant between the years. The percentage who were 16 or younger declined slightly.

Mobility

The seniors were asked whether they had moved within the past seven years and, if so, the nature of the move(s). In both 1967 and 1971, five percent responded that they had moved into either a city of at least 25,000 or a suburb of a large city from either a small town or a rural area.

Curriculum taken

Table D shows little change in the percentage of seniors who took each type of curriculum.

TABLE D: Type of curriculum taken by seniors

	Males		Females	
Type of curriculum	1967	1971	1967	1971
Academic, college-preparatory	47%	45%	39%	39%
Commercial or business	8	6	23	17
Technical	13	13	5	8
General	26	31	29	33
High school does not designate	6	4	4	3

Recent high school grades

The seniors were asked to report their most recent high school grade (prior to the senior year) in English, mathematics, social studies, and natural sciences. The average of these four grades was computed for each senior using the common four-point scale

(A-4, B-3, etc.). Table E shows the average of these four grades to be slightly higher in 1971 than they were in 1967. In both years the averages were higher for the females than for the males.

TABLE E: Average of four high school grades reported by seniors who completed the ACT battery

	Females	Males
1967	2.61	2.36
1971	2.71	2.47

Educational level of parents

The seniors were asked to indicate the highest educational attainment of the head of their households. Table F shows the percentage of seniors giving each response. The percentage of heads of household without high school diplomas declined and the percentage with college degrees and/or graduate study increased between the years.

TABLE F: Educational level of head of seniors' households

	Males		Females	
	1967	1971	1967	1971
Eighth grade or less	13%	11%	12%	12%
Ninth grade through eleventh grade	15	12	15	13
High school diploma	26	25	24	24
Post-high school vocational school	8	7	9	8
Some college but without baccalaureate degree	14	13	13	13
Bachelor's degree	11	13	10	12
Some graduate or professional study	7	9	8	10
Do not know or prefer not to answer	5	10	6	10
Number of seniors responding	32,785	32,945	33,537	34,896

TABLE G: Occupation of father (in rounded percentages)

	Males		Females	
	1967	1971	1967	1971
Farming, ranching	(7%)	(4%)	(6%)	(3%)
Migrant	1	1	1	0
Laborer	2	1	1	1
Tenant	1	1	1	0
Owner	2	1	2	1
Owner, manager	2	0	1	0
Professional	(14)	(16)	(13)	(14)
Profession, college degree not required	3	4	3	3
Profession, college degree required	3	3	3	3
Profession requiring graduate work	8	8	7	8
Owner, manager	(22)	(20)	(22)	(20)
Small business, no employees	1	1	1	1
Small business, 1-5 employees	3	3	3	3
Small business, 6-10 employees	3	3	3	3
Supervisor	8	6	8	6
Small industry, 10-25 employees	2	3	2	3
Moderate size industry (to 500 employees)	2	3	3	3
Very large business or industry	1	2	1	2
Sales, clerical	(10)	(10)	(10)	(10)
Clerk, salesperson	1	1	1	1
Office, sales (some training required)	2	2	2	2
Salesman (costly equipment), responsible clerical	3	3	3	3
Technical sales, clerical work	4	4	4	4
CPA, advanced technical sales	1	1	1	1
Construction, factory, etc.	(31)	(27)	(32)	(29)
Heavy labor, odd jobs	3	5	4	6
Semi-skilled	4	2	4	2
Moderately skilled	3	2	3	2
Skilled	15	13	15	13
Work requiring several skills	5	4	5	5
Service, protective	(10)	(10)	(11)	(11)
No contact with people	1	1	1	1
Contact with public (waitress, watchman, etc.)	2	2	3	3
Practical skills or training	2	2	2	2
Considerable responsibility	3	3	3	3
Much responsibility and training	1	1	1	2
Very high level appointment	1	1	1	1
Senior did not specify an occupation	(6)	(13)	(7)	(13)

Occupation of father

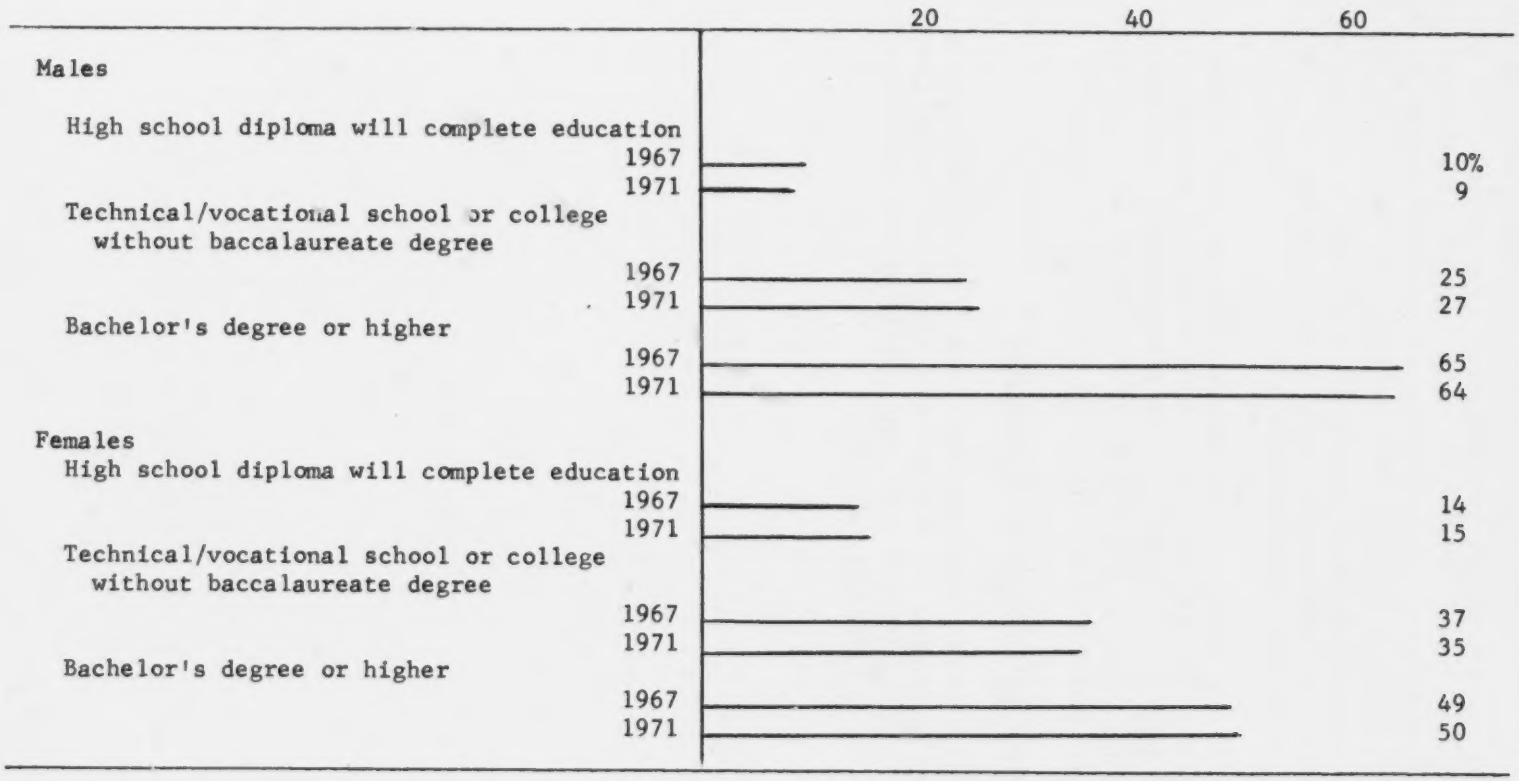
The seniors were asked to identify the primary or most usual occupation of their fathers. Six groups of occupations were presented, together with a list of various types of jobs under each occupational group. Since the job descriptions are too lengthy to present in a table of reasonable size, they are represented in Table G by only a word or phrase (see Appendix A for list of job descriptions).

Examination of Table G indicates that little change occurred in the percentage distribution of the occupations of the seniors' fathers. Some of the percentages decreased slightly between the years, but the percentage of seniors who did not specify an occupation increased from 6% to 13%.

Educational aspirations of seniors

The seniors were asked to indicate the highest level of education they expected to complete. Figure 1 (next page) shows little change between 1967 and 1971 in the percentage of seniors aspiring to a college degree.

FIGURE 1: Educational aspirations of seniors (in percentages)



II. FINDINGS

Test Scores

Table H reveals that the 1971 mean standard scores are below those of 1967 on all four tests. The mean scores of the females declined less than those of the males.

TABLE H: ACT mean standard scores by subject areas

	English		Mathematics		Social studies		Natural sciences	
	Males	Females	Males	Females	Males	Females	Males	Females
1967	15.2	17.0	17.6	15.0	16.4	16.1	18.3	16.3
1971	14.1	16.1	16.3	14.3	15.5	15.3	17.2	15.3
Change	-1.1	-0.9	-1.3	-0.7	-0.9	-0.8	-1.1	-1.0

In both years, on each of the four tests, the males had a larger amount of variability in their scores than the females. In both years the standard deviations ranged from 6.0 for females on the English test to 8.0 for the males on the social studies test.

The ACT provides a composite score obtained by averaging the standard scores obtained from the four tests. Table J shows a decline in mean composite scores by all population groups except the Blacks. For the Mexican American seniors the decline of the males was much larger than that of the females. In 1967 the difference in mean scores of the Mexican American males and the Black males was 2.8; in 1971 the difference was 1.7. The mean scores of the Anglo seniors continued to be over five full standard score units higher than those of the two large minority groups.

An interesting feature of Table J is the relationship between the change for all males (or all females) and the change for each of the ethnic groups. Looking at the males' section of the table one sees that the mean score for all males declined by 1.1 points but the males' mean scores for each of the three major ethnic groups (Anglo, Mexican American, and Black) are less than 1.1. The portion of the total contributed by seniors whose ethnicity was not reported to be either Anglo, Mexican American, or Black more than tripled between the years; such

seniors had mean scores lower than the Anglo seniors but higher than either the Mexican American or Black seniors. The same relationship can be seen in the females' section of the table but to a lesser degree.

TABLE J: ACT mean composite standard scores

Population group	Mean		Portion of total	
	1967	1971	1967	1971
Males				
Anglo	18.8	18.6	69.4%	54.6%
Not reported as Anglo, Mexican American, or Black	16.5	13.8	6.0	20.5
Mexican American	13.2	12.4	14.8	14.6
Black	10.4	10.7	9.9	10.2
All males	17.0	15.9		
Females				
Anglo	18.1	17.9	68.8	55.6
Not reported as Anglo, Mexican American, or Black	14.5	13.8	5.4	16.9
Mexican American	12.1	11.8	14.4	15.1
Black	10.8	10.9	11.4	12.4
All females	16.2	15.4		

Figure 2 (for the males) and Figure 3 (for the females) presents the mean composite standard scores for both 1967 and 1971 of each ethnic group by the socioeconomic status (SES) of the seniors' families. The salient features of the figures are

- the general trend of the scores within each ethnic group to decline from the upper to the lower SES groups,
- the decline between 1967 and 1971 of the mean scores for the Anglo males and females and for the Mexican American males of every socioeconomic group, and
- the increase between years of the mean scores for the Black males of every socioeconomic group.

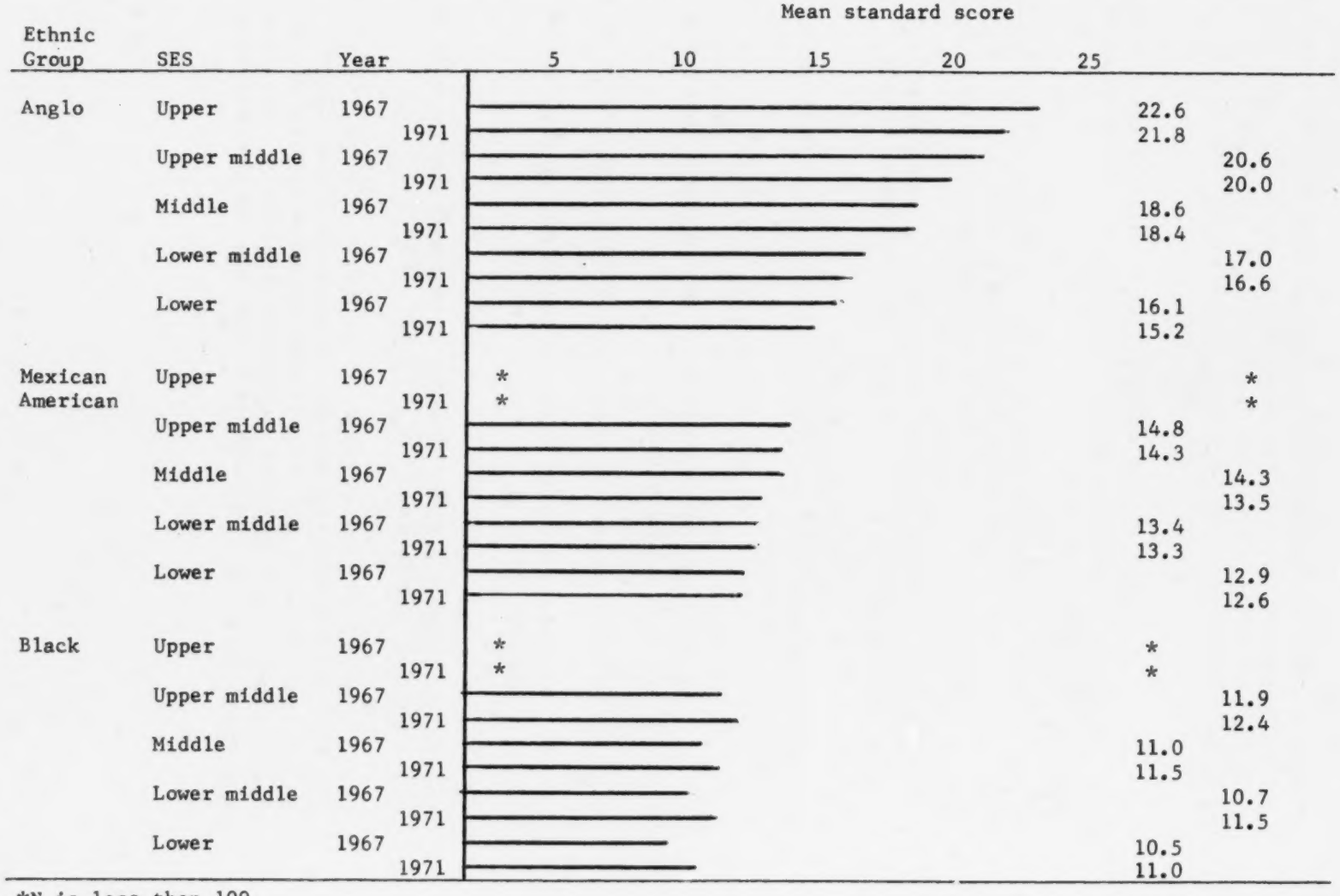
Declines between 1967 and 1971 of half a standard score unit or greater are seen for

- Anglo females and males of the upper, upper middle, and lower SES groups,
- Black females of the upper middle SES group, and
- Mexican American boys of the upper middle and middle SES groups.

Increases between years of half a standard score unit or greater are seen for Black males of all SES levels.

Table K shows the percentage of seniors of each ethnic group who obtained composite scores of each of three ranges: 1-15, 16-20, and from 21 to the maximal standard score of 36. The percentage of all seniors obtaining scores of less than 16 increased between 1967 and 1971 and the percentage with scores

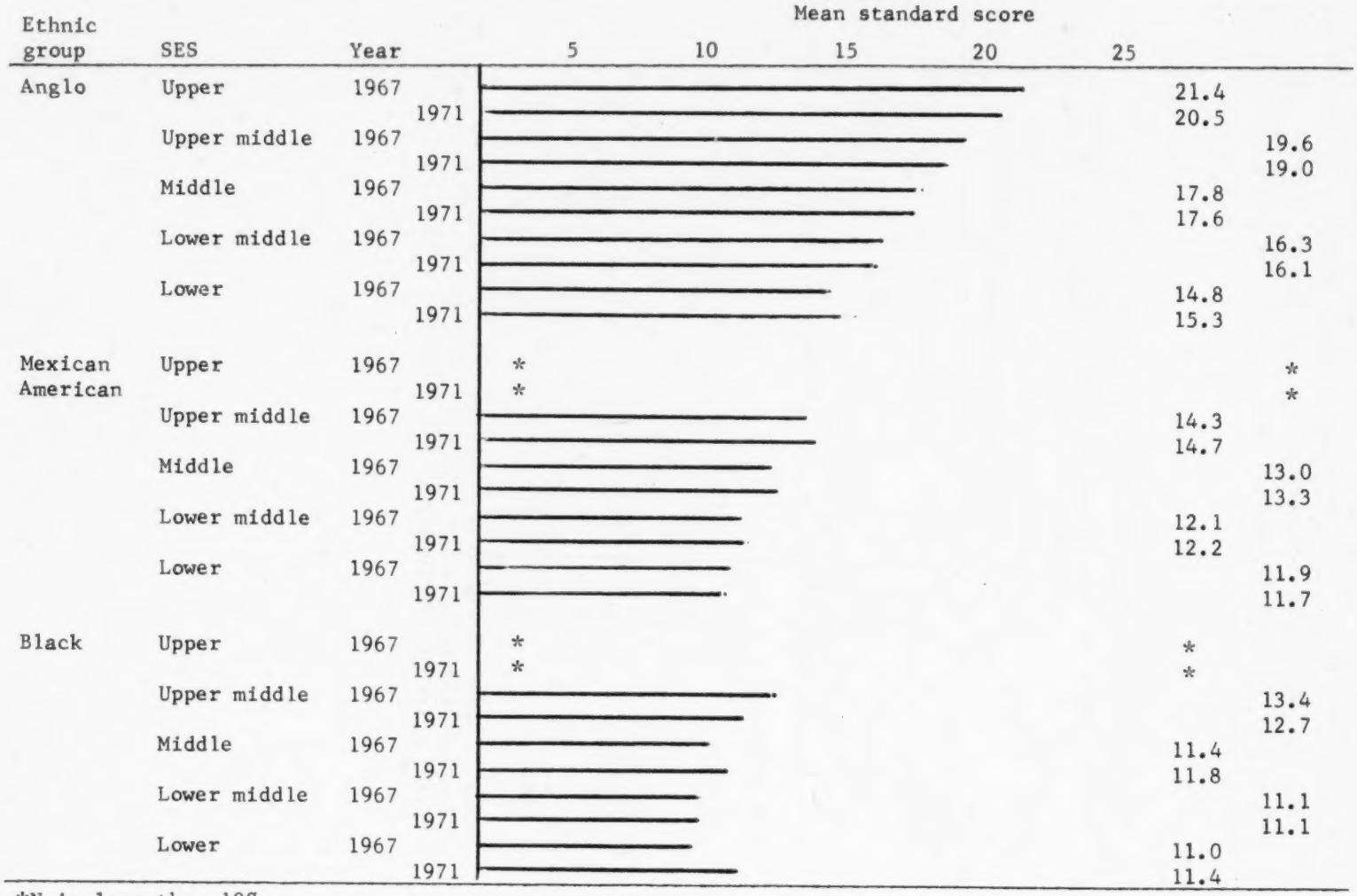
FIGURE 2: Comparison of mean composite ACT scores of senior males by ethnic and socioeconomic (SES) group



Ethnic Group	SES	Year		
Anglo	Upper	1967	22.6	
		1971	21.8	
	Upper middle	1967		20.6
		1971		20.0
	Middle	1967	18.6	
		1971	18.4	
	Lower middle	1967		17.0
		1971		16.6
	Lower	1967	16.1	
		1971	15.2	
Mexican American	Upper	1967		*
		1971		*
	Upper middle	1967	14.8	
		1971	14.3	
	Middle	1967		14.3
		1971		13.5
	Lower middle	1967	13.4	
		1971	13.3	
	Lower	1967		12.9
		1971		12.6
Black	Upper	1967	*	
		1971	*	
	Upper middle	1967		11.9
		1971		12.4
	Middle	1967	11.0	
		1971	11.5	
	Lower middle	1967		10.7
		1971		11.5
	Lower	1967	10.5	
		1971	11.0	

*N is less than 100

FIGURE 3: Comparison of mean composite ACT scores of senior females by ethnic and socioeconomic (SES) group



*N is less than 100

of 21 or higher decreased. The Mexican American males show increase in the percentage obtaining scores in the low range with the decrease occurring in the middle range. None of the other sex/ethnic groups show a change of more than two percentage points.

TABLE K: Percentage of seniors obtaining composite standard scores within various score intervals

Population group	Year	Composite score range					
		Males			Females		
		1-15	16-20	21-36	1-15	16-20	21-36
All seniors*	1967	43%	25%	32%	46%	29%	25%
	1971	50	24	26	52	28	20
	Change	+7	-1	-6	+6	-1	-5
Ethnic group:							
Anglo	1967	30%	29%	41%	32%	35%	33%
	1971	31	30	39	32	37	31
Mexican American	1967	71	21	8	80	16	4
	1971	76	17	7	82	15	3
Black	1967	87	10	3	86	12	2
	1971	86	11	3	87	11	2

*Includes all seniors who completed the battery, without regard to their response (or non-response) to the ethnicity item.

Table L provides a comparison of the mean scores of the Texas seniors in 1967 and in 1971 who indicated on the pupil information questionnaire that they planned to attend college next year with the national norms published by the American College Testing Program (1) based on 1,755,542 college-bound high school students in 1963, 1964, and 1965, and (2) based on 2,533,376 college-bound students in 1966, 1967, 1968, and 1969 who took the ACT tests.

TABLE L: Comparison with national norms

	Mean for Texas seniors						Mean of national norms	
	Males		Females		Combined sexes		Combined sexes	
Test	1967	1971	1967	1971	1967	1971	1963-65	1966-69
English	16.8	15.8	18.8	18.0	17.8	16.9	19.0	18.3
Mathematics	19.4	18.2	17.1	16.2	18.2	17.2	19.7	18.7
Social studies	18.2	17.4	18.3	17.5	18.3	17.5	20.6	19.5
Natural sciences	19.8	18.8	17.9	16.8	18.8	17.8	20.5	20.0
Composite	18.7	17.7	18.1	17.2	18.4	17.4	20.1	19.2

Plans of Seniors

The pupil information questionnaire used in conjunction with the ACT battery asked the seniors about their plans after graduation from high school.

Plans to attend college

Table M shows that the percentage of seniors who said they planned to attend college next year has declined. The percentage increased for the Mexican Americans but declined for the Blacks. With the exception of seniors from lower SES families, the percentage declined in every SES group for each sex.

TABLE M: Percentage of seniors planning to attend college next year

Population group	Males		Females	
	1967	1971	1967	1971
All seniors	73%	68%	63%	60%
By ethnic group				
Anglo	79	77	67	70
Mexican American	46	49	39	44
Black	68	63	67	60
By socioeconomic status of senior				
Upper	94	91	93	91
Upper middle	89	84	85	81
Middle	78	71	63	60
Lower middle	62	55	47	44
Lower	45	47	35	38

Anticipations for next year

Table N presents the activities in which the 1971 seniors expected to be engaged next year; comparable breakdowns for the 1967 seniors are not available.

Table N shows that the Mexican Americans were about equally divided between those planning to attend a four-year college and those planning to attend a two-year college next year;

Anglos and Blacks show a much greater expectation of attendance at four-year colleges. Expectations for attendance at a four-year college were held by about four out of five of the seniors from families where the head of the household is in the upper SES group; the percentages steadily decline by SES group.

TABLE N: Anticipations of 1971 seniors

Population group	Expectations						
	College		Vocational/ technical school	Military service	Staying home/ raising family	Working	Other
	Four-year	Two-year					
All females	40%	20%	8%	1%	4%	25%	2%
By ethnic group							
Anglo	50	20	5	0	3	20	2
Mexican American	22	22	11	1	4	38	3
Black	39	21	17	1	2	18	1
By SES of senior females							
Upper	79	12	2	0	1	5	2
Upper middle	62	19	4	0	2	10	2
Middle	36	24	8	0	4	25	2
Lower middle	23	21	11	1	6	35	2
Lower	19	19	12	1	5	41	2
All males	45%	23%	6%	10%	1%	12%	3%
By ethnic group							
Anglo	54	23	4	6	0	9	2
Mexican American	26	23	9	20	1	17	2
Black	42	21	11	12	1	12	2
By SES of senior males							
Upper	78	13	1	2	0	3	3
Upper middle	64	20	3	4	0	6	3
Middle	44	27	6	8	1	11	2
Lower middle	30	25	9	14	1	19	3
Lower	26	21	10	19	1	21	2

Highest degree sought

The seniors were asked to indicate the level of education (highest degree sought) which they expected to complete. All of the 1967 and 1971 seniors' responses were grouped into four educational levels: high school diploma, technical/vocational school or some college, bachelor's degree or equivalent, or graduate or professional school. Tables O and P show, for seniors who indicated the highest educational attainment they would seek (about 12% of the 1971 seniors were uncertain or preferred not to answer), the percentage who would seek each attainment level by their ethnic and socioeconomic status. An examination of these tables shows that

- more of the non-Anglo than Anglo seniors and more of the seniors from the lower than upper socio-economic status families said that they planned to complete their formal education with less than a bachelor's degree, and

- more of the 1971 than 1967 seniors and more of the males than females planned to seek a degree beyond that of a bachelor's degree.

For comparison purposes, data were also obtained regarding the level of education attained by these seniors' parents (head of household). The seniors' responses were grouped into the same educational levels as above with the additional category of "no high school diploma." Table Q shows that the percentage of seniors who reported that the head of their household

- did not have a high school diploma declined slightly between years for all ethnic/sex groups except the Mexican American females;

- had a high school diploma as their highest educational attainment changed very little between the years; or

- had a bachelor's or graduate degree increased slightly between years for Anglos but remained at the same level for Mexican Americans and Blacks.

The percentage of seniors who did not indicate the educational level of the head of their household increased from 5% to 10% between 1967 and 1971.

TABLE O: Highest degree sought by seniors: by ethnic group

Highest degree sought	Males							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
High school diploma	10%	9%	6%	6%	24%	17%	11%	11%
Technical/vocational school or some college	25	27	20	18	40	41	35	38
Bachelor's degree or equivalent	34	27	39	31	23	20	29	19
Graduate or professional school	31	37	36	45	13	22	24	32
Total number of senior males responding	32,755	28,406	22,679	16,247	4,837	4,059	3,194	3,002

Highest degree sought	Females							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
High school diploma	14%	17%	12%	11%	27%	23%	7%	8%
Technical/vocational school or some college	37	34	34	29	50	45	45	46
Bachelor's degree or equivalent	33	28	38	36	16	18	25	18
Graduate or professional school	16	21	17	24	8	14	25	28
Total number of senior females responding	33,545	31,510	23,047	18,066	4,807	4,672	3,806	4,003

TABLE P: Highest degree sought by seniors: by socioeconomic status

Highest degree sought	Males									
	Upper		Upper Middle		Middle		Lower Middle		Lower	
	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
High school diploma	1%	1%	2%	2%	6%	7%	14%	15%	25%	20%
Technical/vocational school or some college	3	4	11	11	24	25	35	39	41	41
Bachelor's degree or equivalent	30	24	40	34	40	31	32	24	22	20
Graduate or professional school	66	70	46	53	31	37	18	22	12	19
Total number of senior males responding	2,664	2,995	4,951	4,488	11,651	8,337	5,966	3,790	2,598	1,759

Highest degree sought	Females									
	Upper		Upper Middle		Middle		Lower Middle		Lower	
	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
High school diploma	2%	2%	4%	4%	12%	13%	21%	22%	29%	27%
Technical/vocational school or some college	10	12	22	23	40	38	47	46	49	46
Bachelor's degree or equivalent	56	46	52	42	33	28	21	18	15	16
Graduate or professional school	32	40	21	31	15	21	10	14	7	11
Total number of senior females responding	2,849	3,486	4,955	4,869	11,640	9,423	6,220	4,287	2,459	2,128

TABLE Q: Educational attainment of parents: by seniors' ethnic group

Parents'* educational attainment	Males							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
No high school diploma	28%	23%	20%	15%	58%	53%	37%	31%
A high school diploma	26	25	27	25	18	20	29	29
Tech/vocational school or some college	22	20	25	23	11	11	19	18
Bachelor's degree or equivalent	11	13	14	18	2	3	5	6
Graduate or professional school	7	9	9	13	2	2	4	5
Do not know or prefer not to answer	5	10	5	7	9	12	6	10
Total number of senior males responding	32,785	32,945	22,812	18,295	4,824	4,885	3,273	3,399

Parents'* educational attainment	Females							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
No high school diploma	27%	25%	20%	14%	58%	58%	38%	35%
A high school diploma	24	24	25	24	18	16	27	28
Tech/vocational school or some college	22	21	27	25	10	11	19	18
Bachelor's degree or equivalent	10	12	13	17	2	2	4	5
Graduate or professional school	8	10	10	13	1	2	5	5
Do not know or prefer not to answer	6	10	5	7	10	12	9	11
Total number of senior females responding	33,537	34,896	23,095	19,587	4,808	5,308	3,866	4,341

*Head of household

Reasons for going or not going to college

The seniors were asked to indicate the reasons for their going to college (either a junior college or a four-year college) or not going to college next year. From the list given, they were requested to indicate the one factor which was most influential in their making this decision.

For those seniors who planned to go to college next year, the most important reasons given, listed in order of frequency from Table R, are

- "a college education is necessary to enter or get ahead on most jobs that interest me" (all seniors),
- "college broadens one's intellectual and cultural interests and appreciations" (senior females), and
- "college graduates usually earn much more money than non-graduates" (senior males).

Of these college-bound seniors in 1971, about

- 80% of the males and 70% of the females have vocationally related reasons,
- 10% of the males and 70% of the females gave intellectual/cultural reasons, and
- 5% of the males and females gave either socially related reasons or indicated the advice/desire of others as the most important reason for going to college.

An examination of Table S and Table T shows that the seniors' reasons for going to college varied somewhat according to their ethnic group and SES. For example, vocationally related reasons were given by

- more of the Anglo than non-Anglo males,
- more of the non-Anglo than Anglo females, and
- more of the senior females from lower than upper SES families.

Intellectual/cultural reasons were given by

- fewer of the 1971 than 1967 senior females,
- slightly more of the Anglo than non-Anglo senior females, and
- more of the senior females from upper than lower SES families.

TABLE R: Most important reasons for going to college

	Males		Females	
	1967	1971	1967	1971
Vocationally related reasons	(81%)	(80%)	(71%)	(72%)
A college education is necessary to enter or get ahead on most jobs that interest me (i.e., enter profession, acquire vocational or occupational skills)	59	62	54	58
College graduates usually earn much more money than nongraduates	16	12	7	5
College gives the student an opportunity to discover his vocational interests and skills	7	7	10	9
Socially related reasons	(4%)	(3%)	(3%)	(3%)
One can learn a lot about the social graces in college	2	1	1	0
College can provide a rich source of lifetime friends	1	1	1	2
In college, one can learn how to get along with others	1	1	1	1
Intellectual/cultural reasons	(11%)	(11%)	(20%)	(16%)
College broadens one's intellectual and cultural interests and appreciations	8	8	17	14
College can teach one how to think and analyze problems	3	3	3	2
Advice/desire of others	(5%)	(5%)	(6%)	(7%)
My counselor advised me to go to college	1	0	0	0
My parents wanted me to go to college	4	5	6	7
Total number of seniors responding	21,760	20,102	19,471	19,800

TABLE S: Most important reason for going to college: by seniors' ethnic group

Reasons	Males					
	Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971
Vocationally related	82%	83%	79%	79%	75%	75%
Socially related	4	3	4	4	4	6
Intellectual/cultural	10	11	10	11	12	12
Advice/desire of others	4	4	7	8	8	8
Total number of senior males responding	17,050	13,414	1,967	2,131	1,545	1,566

Reasons	Females					
	Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971
Vocationally related	70%	72%	75%	78%	78%	77%
Socially related	3	3	2	1	4	3
Intellectual/cultural	22	17	15	13	13	13
Advice/desire of others	6	7	7	7	6	8
Total number of senior females responding	14,807	13,231	1,664	2,105	1,977	2,150

TABLE T: Most important reason for going to college: by seniors' socioeconomic status

Reasons	Males									
	Upper		Upper Middle		Middle		Lower Middle		Lower	
	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
Vocationally related	81%	79%	83%	82%	81%	81%	80%	81%	80%	76%
Socially related	3	2	3	3	4	3	4	3	3	3
Intellectual/cultural	13	15	11	11	10	10	8	9	9	12
Advice/desire of others	2	3	3	4	4	5	6	6	7	9
Total number of seniors responding	2,424	2,874	4,183	3,922	8,386	6,495	3,395	2,171	1,046	877

Reasons	Females									
	Upper		Upper Middle		Middle		Lower Middle		Lower	
	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
Vocationally related	60%	65%	68%	71%	73%	75%	77%	78%	77%	81%
Socially related	3	4	4	4	3	4	3	3	3	3
Intellectual/cultural	31	24	23	18	18	15	15	11	13	12
Advice/desire of others	6	7	6	7	6	7	5	7	6	6
Total number of seniors responding	2,575	3,298	4,054	4,126	6,978	5,935	2,687	2,018	776	845

As for those seniors who planned not to go to college next year, the most important reasons given, listed in order of frequency from Table U, are

- "I will go into the service, be married, or will be employed right after graduation,"
- "I simply cannot afford to go to college,"
- "I wanted to attend a trade, business, or vocational school (or a college education is not necessary for the occupation I hope to enter)," and
- "I have greater interest in doing other things besides studying."

Table V and Table W show that the seniors' reasons for not going to college also varied by their ethnic group and SES. For example, commitment to other plans (service, marriage, jobs) than attending college was given by

- fewer of the 1971 than 1967 senior males, and
- more of the non-Black than Black senior males.

Not being able to afford college was given by

- more of the non-Anglo than Anglo seniors, and
- more of the seniors from the lower than upper SES families.

Wanting to attend a trade, business, or vocational school, et al, was given by

- more of the 1971 than 1967 senior males,
- fewer of the 1971 than 1967 senior females, and
- more of the Black than non-Black seniors.

Greater interests and/or abilities in non-academic areas was given by

- more of the 1971 than 1967 seniors,
- more of the Anglo than non-Anglo seniors, and
- more of the 1971 seniors from the upper than lower SES families.

TABLE U: Most important reasons for not going to college

	Males		Females	
	1967	1971	1967	1971
Committed to other plans I will go into the service, be married, or will be employed right after graduation. (That is, I will do something which does not require more schooling.)	37%	23%	31%	30%
Too costly I simply cannot afford to go to college.	21	22	22	20
Not necessary for job plans I wanted to attend a trade, business, or vocational school. (1967: A college education is not necessary for the occupation I hope to enter.)	14	18	22	19
Interests/abilities greater in non-academic areas I have greater interest in doing other things besides studying. (1967: I dislike studying and other academic work.)	6	13	5	10
My abilities seem to be strongest in activities other than school work. (1967: My ability to do school work is too limited.)	4	7	3	4
Wouldn't know what to major in If I were to go to college, I wouldn't know what I wanted to major in.	5	6	5	6
Advice/desire of others My counselor advised me to try something other than college. (1967: My counselor advised me not to try college at this time.)	1	1	1	1
My parents prefer that I do something other than go to college. (1967: My parents prefer that I not go to college at this time.)	1	1	2	1
High school courses not college preparatory My high school courses were not college preparatory. (1967: Did not take right high school courses for entrance into college.)	9	7	7	6
Travel too far to go to college I would have to travel too far to go to college. (1967: There are no desirable colleges located nearby.)	3	3	2	3
Total number of seniors responding	7,293	8,306	10,976	11,722

TABLE V: Most important reasons for not going to college: by the seniors' ethnic group

Males	Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971
Committed to other plans	39%	24%	36%	25%	26%	16%
Too costly	18	21	24	26	26	23
Not necessary for job plans	15	17	10	16	17	24
Interests/abilities greater in non-academic areas	13	24	7	12	7	14
Wouldn't know what to major in	5	6	6	6	6	7
Advice/desire of others	2	2	2	2	3	3
High school courses not college preparatory	7	5	12	10	8	8
Travel too far to go to college	2	3	3	3	6	5
Total number of senior males responding	4,120	3,595	2,140	1,845	586	767

Females	Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971
Committed to other plans	36%	36%	21%	22%	12%	11%
Too costly	17	17	31	27	34	26
Not necessary for job plans	23	18	16	18	25	34
Interests/abilities greater in non-academic areas	9	16	6	11	8	8
Wouldn't know what to major in	5	5	6	8	7	5
Advice/desire of others	2	2	4	3	4	2
High school courses not college preparatory	6	4	13	7	6	8
Travel too far to go to college	2	2	3	4	5	7
Total number of senior females responding	7,103	5,542	2,429	2,435	873	1,189

TABLE W: Most important reasons for not going to college: by the seniors' socioeconomic status

Males	Upper		Upper Middle		Middle		Lower Middle		Lower	
	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
Committed to other plans	39%	15%	42%	21%	39%	24%	37%	26%	31%	24%
Too costly	20	23	16	19	19	19	20	21	26	26
Not necessary for job plans	10	12	16	15	15	19	14	19	11	16
Interests/abilities greater in non-academic areas	15	30	10	26	11	22	11	18	9	14
Wouldn't know what to major in	7	9	5	6	5	5	5	5	6	5
Advice/desire of others	2	4	2	2	2	2	2	1	2	2
H.S. courses not college prep.	3	4	6	7	7	6	10	7	11	8
Travel too far to go to college	4	4	3	3	2	3	3	2	3	3
Total number of senior males responding	135	265	562	705	2,271	2,363	1,961	1,652	1,179	942

Females	Upper		Upper Middle		Middle		Lower Middle		Lower	
	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
Committed to other plans	37%	29%	39%	28%	34%	35%	31%	31%	22%	25%
Too costly	8	16	16	17	18	17	22	22	33	25
Not necessary for job plans	27	18	23	18	24	20	21	19	18	17
Interests/abilities greater in non-academic areas	9	23	9	22	9	14	8	12	7	11
Wouldn't know what to major in	7	6	5	7	5	5	5	5	6	7
Advice/desire of others	4	2	2	1	2	2	3	2	2	3
H.S. courses not college prep.	7	4	5	4	7	5	8	5	9	8
Travel too far to go to college	2	2	1	3	2	3	3	3	2	4
Total number of senior females responding	179	326	700	887	3,895	3,786	2,963	2,363	1,369	1,301

Financial need

The seniors were aksed "If you plan to go to college do you expect to need financial help (beyond that provided by your family)?" Table X shows that about half the seniors' responses were affirmative; about two-thirds of the minority group seniors gave affirmative responses. About a third of the seniors whose head of household was in the upper socioeconomic status category indicated they would need financial help beyond that provided by their family.

TABLE X: Expectation of need for financial help beyond that provided by their family

	Males		Females	
	1967	1971	1967	1971
All seniors	48%	48%	49%	48%
By ethnic group				
Anglo American	43	41	43	40
Mexican American	62	67	66	69
Black	65	72	70	75
By SES of senior				
Upper	32	33	30	30
Upper middle	39	39	40	39
Middle	47	46	50	46
Lower middle	54	55	58	57
Lower	65	70	70	71

Occupational plans

In conjunction with stating their educational plans, the seniors were requested to identify not only the occupations of their fathers and mothers but also the primary or most usual occupation which they expected to have in the future. As the data in Tables Y and Z reveal

- about 5-10% of the 1967 seniors and 20-30% of the 1971 seniors said that they were uncertain about their own vocational plans;
- less than 5% of all seniors planned to have farming or ranching as their main occupation;

- the greatest percentage of all seniors had plans for a professional occupation -- including about 50%, 40%, and 30% of the Anglo, Black and Mexican American seniors respectively and 60%, 40%, 30% of the upper, middle, and lower SES seniors respectively;

- more of the senior males (10%) than senior females (5%) planned to have ownership or managerial occupations while more of the senior females (20%) than senior males (5%) planned to have sales or clerical occupations;

- more of the senior males from the lower than upper SES families and more of the non-Anglo than Anglo senior males planned to have construction or factory occupations;

- more of the senior females from the lower than upper SES families had plans for sales or clerical occupations; and

- more of the 1967 senior females (15%) than 1971 senior females (10%) and more of the Anglo than non-Anglo senior females said that they planned to be housewives or homemakers.

TABLE Y: Occupational plans of seniors: by ethnic status

	Males							
	All		Anglo		Mexican American		Black	
Occupational plans	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	3%	3%	3%	3%	2%	1%	2%	2%
Professional	48	42	52	48	32	31	41	40
Owner or manager	11	9	12	8	9	8	14	10
Sales or clerical	7	4	6	4	11	5	10	4
Construction or factory	13	12	10	9	20	16	16	17
Service or protective	8	6	7	6	12	7	7	4
Housewife or homemaker	1	1	0	0	1	1	1	2
I am uncertain	9	24	9	22	13	30	9	22
Total number of senior males responding	32,460	32,828	22,655	18,241	4,761	4,848	3,117	3,369

	Females							
	All		Anglo		Mexican American		Black	
Occupational plans	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	1%	0%	1%	0%	1%	0%	1%	0%
Professional	44	41	47	46	29	30	46	46
Owner or manager	3	2	2	1	4	2	5	3
Sales or clerical	26	19	24	17	38	26	22	18
Construction or factory	1	1	0	1	1	2	2	3
Service or protective	2	2	2	2	3	2	3	2
Housewife or homemaker	16	12	18	13	14	8	10	6
I am uncertain	7	24	6	21	10	30	10	22
Total number of senior females responding	33,294	34,798	23,012	19,565	4,743	4,262	3,729	4,304

TABLE Z: Occupational plans of seniors: by families' socioeconomic status

Males	Upper		Upper Middle		Middle		Lower Middle		Lower	
Occupational plans	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	2%	2%	3%	3%	3%	3%	3%	3%	2%	2%
Professional	75	67	60	54	50	43	39	33	31	28
Owner or manager	8	6	14	9	12	9	10	9	9	8
Sales or clerical	3	3	6	4	7	4	9	4	11	7
Construction or factory	2	1	4	5	12	12	19	19	22	19
Service or protective	5	3	5	5	8	6	10	7	12	7
Housewife or homemaker	0	0	0	0	1	1	1	1	1	1
I am uncertain	5	17	7	21	8	22	11	25	12	28
Total number of senior males responding	2,661	3,266	4,949	4,908	11,576	9,567	5,930	4,243	2,474	2,053

Females	Upper		Upper Middle		Middle		Lower Middle		Lower	
Occupational plans	1967	1971	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	1%	0%	1%	0%	1%	0%	1%	0%	1%	1%
Professional	66	60	58	53	45	42	34	33	28	28
Owner or manager	1	1	2	1	2	2	2	2	3	1
Sales or clerical	7	6	15	11	27	21	36	27	38	28
Construction or factory	0	0	0	0	1	1	1	2	2	2
Service or protective	1	1	1	2	2	2	2	2	3	2
Housewife or homemaker	17	11	16	11	16	12	16	12	16	11
I am uncertain	7	20	6	20	6	20	7	22	10	28
Total number of senior females responding	2,845	3,739	4,936	5,225	11,585	10,204	6,181	4,752	2,434	2,377

As for the occupations of the seniors' mothers and fathers, Tables AA and BB show that

- more of the 1971 than 1967 seniors and more of the non-Anglo than Anglo seniors indicated that they had no guardian or gave no response regarding their parents' occupation;

- more of the Black seniors than Anglo or Mexican American seniors said that their mothers worked only occasionally;

- approximately 60%, 50%, and 30% of the Mexican American, Anglo, and Black seniors respectively had mothers whose main occupation was that of being a housewife or homemaker;

- a very small percentage (about 5%) of the seniors said that their mothers and fathers had farming or ranching occupations;

- about 10% of the Anglo and Black seniors and 5% of the Mexican seniors indicated that their mothers had a professional occupation while 20%, 10%, and 5% of the Anglo, Black, and Mexican American seniors said that their fathers had professional occupations;

- nearly 5% of the seniors reported that their mothers had a construction or factory occupation while about 25% of the Anglo and 40% of the non-Anglo seniors said their fathers had a construction or factory occupation;

- about 20% of the Anglo and 5% of the non-Anglo seniors said that their mothers and about 10% of the Anglo and 5% of the non-Anglo seniors said that their fathers had sales or clerical occupations; and

- almost 15% of the Black seniors and 10% of the non-Black seniors said that their fathers had service or protective occupations while 10% of the Black seniors and less than 5% of the non-Black seniors said their mothers had service or protective occupations.

TABLE AA: Occupation of seniors' fathers

Occupation of fathers	Males							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	7%	4%	6%	2%	11%	7%	12%	4%
Professional	14	16	17	21	5	6	9	9
Owner or manager	22	20	25	25	13	13	10	9
Sales or clerical	10	10	12	13	7	5	4	4
Construction or factory	31	27	27	23	43	41	38	36
Service or protective	10	10	9	9	12	10	12	13
Did not specify an occupation	6	13	4	7	10	18	15	26
Total number of senior males responding	32,216	33,527	22,503	18,339	4,727	4,896	3,096	3,420

Occupation of fathers	Females							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	6%	3%	4%	2%	10%	6%	9%	3%
Professional	13	14	15	20	4	4	7	8
Owner or manager	22	20	26	25	14	13	9	8
Sales or clerical	10	10	12	13	6	5	4	3
Construction or factory	32	29	28	24	44	42	39	38
Service or protective	11	11	10	10	12	11	15	14
Did not specify an occupation	7	13	4	7	10	18	17	27
Total number of senior females responding	32,966	35,278	22,874	19,653	4,686	5,324	3,633	4,361

TABLE BB: Occupation of seniors' mothers

Occupation of mothers	Males							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	0%	0%	0%	0%	0%	1%	1%	1%
Professional	10	9	11	11	5	3	16	12
Owner or manager	3	3	3	3	2	3	4	3
Sales or clerical	15	15	18	20	5	5	4	6
Construction or factory	2	2	2	2	3	3	3	3
Service or protective	3	3	2	2	3	3	8	10
Works only occasionally	16	13	15	11	16	13	29	18
Housewife or homemaker	49	44	48	45	63	58	32	31
Did not specify an occupation	2	10	1	6	2	11	4	17
Total number of senior males responding	31,983	33,536	22,402	18,342	4,709	4,905	3,007	3,422

Occupation of mothers	Females							
	All		Anglo		Mexican American		Black	
	1967	1971	1967	1971	1967	1971	1967	1971
Farming or ranching	0%	0%	0%	0%	0%	0%	1%	0%
Professional	9	9	10	11	5	3	13	11
Owner or manager	3	3	3	3	2	2	3	3
Sales or clerical	16	16	20	22	5	6	4	5
Construction or factory	2	2	2	2	3	4	3	3
Service or protective	3	3	2	2	3	4	11	10
Works only occasionally	16	13	14	11	17	14	30	21
Housewife or homemaker	49	46	49	46	62	60	31	33
Did not specify an occupation	1	7	1	4	2	8	3	14
Total number of senior females responding	32,774	35,317	22,769	19,659	4,666	5,332	3,571	4,375

Comparison of the data on the parents' occupations with that on the seniors' vocational plans indicates that

- while most of the seniors' mothers were either housewives/homemakers or worked only occasionally, very few of the senior girls planned to have these occupations;

- while most of the Anglo seniors' families reported white-collar occupations (professional, owner/manager, or sales/clerical) for their fathers and most of the non-Anglo seniors indicated blue-collar occupations (construction/factory or service/protective) for their fathers, the greatest percentage of all seniors planned to have white-collar (especially professional occupations); and

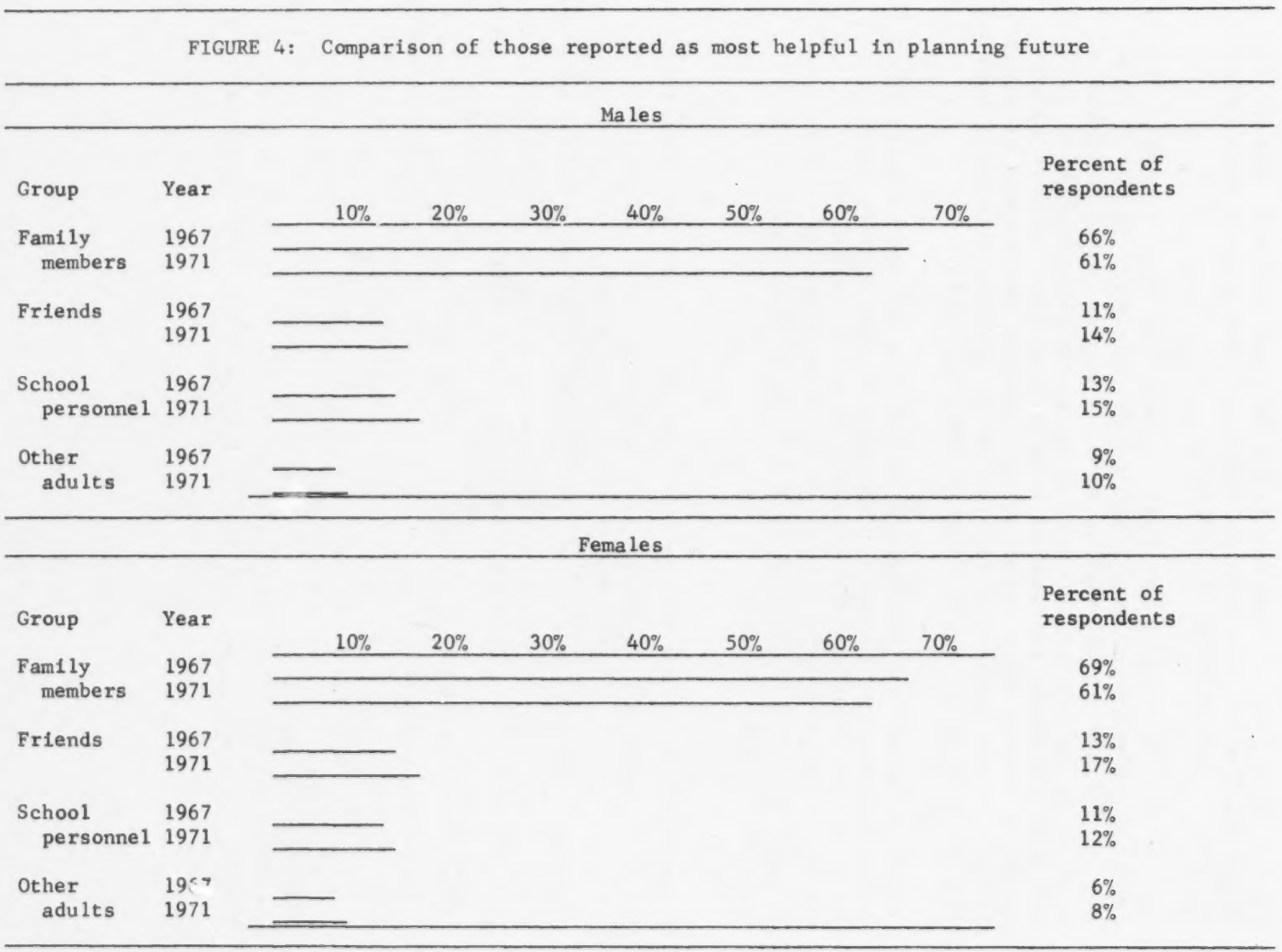
- a greater percentage of the 1971 seniors than 1967 seniors were uncertain about their vocational plans.

Persons helpful to the seniors in planning their future

The seniors were instructed to select from a list the person who had been most helpful to them in planning their future. The list, in the sequence presented, was

- I have received no help
- Mother (or stepmother or female guardian)
- Father (or stepfather or male guardian)
- Brother or sister
- Relative outside the immediate family
- Friend of the same sex
- Friend of the opposite sex
- Minister, priest, or rabbi
- Family physician
- Elementary school teacher
- Junior high school teacher
- High school principal (or assistant)
- High school male teacher
- High school female teacher
- High school counselor
- Employer
- Some other adult male
- Some other adult female

FIGURE 4: Comparison of those reported as most helpful in planning future



Of the 1971 seniors who completed the ACT battery, 64% of the males and 73% of the females indicated the person most helpful to them in planning their future.

The personnel on the list were formed into four groups: family, friends, school personnel, and other persons. Figure 4 shows the percentage of responding seniors who selected a member of each group as the person most helpful in planning their future. The most striking feature of Figure 4 is that members of the senior's family were selected by a higher percentage of seniors of both sexes than were all the other persons combined; however, the percentage declined between 1967 and 1971.

Table CC shows the percentage of seniors of each ethnic/sex group who selected school personnel as the "person most helpful" in planning the senior's future. Examination of Table CC reveals that the minority groups are much more inclined than the Anglos to select high school counselors as the person most helpful.

TABLE CC: Percentage of 1971 seniors in each ethnic group who selected school personnel as most helpful in planning future

	Females			Males		
Most helpful	Anglo	Mexican American	Black	Anglo	Mexican American	Black
Elem/J. H. teachers	0%	1%	1%	0%	2%	2%
H. S. teachers	7	6	6	7	9	9
H. S. counselors	4	9	7	5	10	8
H. S. principal (or assistant)	0	1	1	0	1	1
College admissions counselor	1	1	1	1	1	1

- "Attaining specific skills that will be useful on a job"
- "Increasing my appreciation of art, music, literature, and other cultural expressions"
- "Learning to deal with political or social injustice"
- "Finding a cause or causes I can really believe in".

In 1967 the percentages giving the response "Not at all (or very little)" were much lower than in 1971 but the pattern of the responses among items was the same. In both years the males gave a higher percentage of negative response to most items than the females.

Opinions of Seniors

Success in achieving high school outcomes

The seniors were asked to indicate the degree to which they felt they had achieved each of several outcomes of a high school education. The response categories provided were "To a great extent," "Considerably," "To some extent" and "Not at all (or very little)." Table DD shows, for each of the outcomes, the percentage of 1971 seniors who responded "not at all (or very little)" and the combined percentage of responses in the "To a great extent" and "Considerably" categories; the percentage of response in the "To some extent" category is the residual from the other responses.

Examination of Table DD reveals that the highest percentage of "Not at all (or very little)" responses were given to the following items:

- "Discovering my vocational interests and aptitude"

TABLE DD: Seniors' opinions as to the degree to which they achieved educational outcomes, 1971

Outcomes of high school education	"To a great extent" or "Considerably"		"Not at all (or very little)"	
	Males	Females	Males	Females
Improving my ability to think and reason	72%	74%	4%	2%
Broadening my intellectual interests and my understanding of the world	65	69	7	4
Increasing my appreciation of art, music, literature, and other cultural expressions	37	44	26	18
Discovering my vocational interests and aptitude	46	52	22	16
Attaining specific skills that will by useful on a job	41	50	30	22
Understanding how the American economic system works	48	37	14	18
Understanding how our democratic system of government works	64	59	7	7
Understanding the responsibilities and privileges involved in being an effective citizen	60	63	9	6
Increasing my effectiveness in interpersonal relations	51	56	14	10
Learning to deal with political or social injustice	41	35	20	20
Learning how to create and live in a healthy environment	52	59	15	10
Developing more personal independence and self-reliance	65	73	10	7
Finding a cause or causes I can really believe in	48	54	22	16

Seniors' opinions of the high school programs

The seniors were asked to rate various aspects of their high school in terms of their own experience or observations. The rating choices provided were

- "One of the aspects of the school which needs considerable improvement,"
- "In-between,"
- "One of the most satisfactory aspects of the school," and
- "I've had no experience with this aspect of the school or prefer not to answer."

Table EE shows the percentage of 1971 seniors who felt that instruction in each of the subjects is "one of the most satisfactory aspects of the school" or "needs considerable improvement." The percentages are based upon the number who responded with something other than "I've had no experience with this aspect of the school or prefer not to answer".

Examination of Table EE reveals that instruction in computer technology received the lowest percentage of laudatory ratings and the highest percentage of "needs considerable improvement" ratings. The percentage of seniors giving high and low ratings did not vary greatly among the remaining subjects.

Some observations not included in tabled data are:

1. The percentage of seniors perceiving instruction in any subject to "need considerable improvement" did not vary substantially by socioeconomic status of the seniors' families.
2. Between the 1967 and 1971 years, for each subject, there was a slight increase in the percentage of "needs considerable improvement" responses.
3. For each subject except vocational courses and computer technology the Blacks had the highest percentage who felt the instruction "needs considerable improvement".

TABLE EE: Responding seniors' high and low ratings of instruction in various subjects in their high school, 1971

Instructional aspects	"One of the most satisfactory aspects of the school"		"Needs considerable improvement"	
	Males	Females	Males	Females
Instruction in				
English composition	37%	42%	21%	18%
Mathematics	48	41	17	17
Social studies	45	42	16	16
Laboratory science	43	41	21	19
Nonlaboratory science	35	31	18	17
Literature	42	49	20	16
Speech	41	44	21	20
Foreign language	35	37	26	24
Vocational courses	47	51	26	21
Industrial arts	41	40	22	20
Business/commerical	38	50	22	15
Computer technology	29	28	41	44

Table FF shows the responding 1971 seniors' ratings of the non-instructional aspects of their schools. "Disciplinary policies and practice" tied with "school sponsored social events" as the aspects receiving the fewest favorable ratings and the most responses of "needs considerable improvement." The aspects most frequently cited as "One of the most satisfactory aspects of the school" were opportunities for extra-curricular participation and the helpfulness of counselors in planning for an occupation. The females differed very little from the males in their ratings with two exceptions: the males had a higher percentage who felt "Friendliness of teachers and administrators" and "Disciplinary policies and practices" were aspects which need considerable improvement.

TABLE FF: Seniors' high and low ratings of non-instructional aspects of their high school, 1971

Non-instructional aspects	"One of the most satisfactory aspects of the school"		"Needs considerable improvement"	
	Males	Females	Males	Females
Friendliness of teachers and administrators	36%	37%	26%	22%
Helpfulness of counselors in				
. planning for an occupation	41	42	26	26
. planning for college	38	39	30	29
Disciplinary policies and practices	22	23	45	39
Adequacy of library	33	32	30	29
Opportunities for extracurricular participation	45	46	21	20
Number and variety of course offerings	39	40	25	25
Assembly programs or convocations	25	25	36	35
School-sponsored social events (dances, parties)	23	21	41	43

Table GG shows the percentage of responding 1971 seniors of each socioeconomic group who felt non-instructional aspects needed considerable improvement. Examination of Table GG reveals that seniors' perception of some of the aspects varies with the socioeconomic status of the seniors' families; perception of other aspects seems to be independent of their socioeconomic status. The higher the SES of the seniors' families the higher the percentage feeling a need for considerable improvement of the following aspects:

- helpfulness of counselors (in planning for an occupation and also for college)
- disciplinary policies and practices
- adequacy of the school library
- assembly programs and convocations.

A weak reverse relationship (the lower the SES of the seniors' families the higher the percentage feeling a need for considerable improvement) can be seen for the aspect of opportunities for extracurricular participation.

TABLE GG: Responding 1971 seniors who felt various non-instructional aspects of their high school need considerable improvement: by families' socioeconomic status

Non-instructional aspects	Socioeconomic status				
	Upper	Upper Middle	Middle	Lower Middle	Lower
Friendliness of teachers and administrators					
Males	25%	26%	25%	25%	22%
Females	19	21	22	22	21
Helpfulness of counselors in					
. planning for an occupation					
Males	31	29	25	23	20
Females	33	29	25	21	20
. planning for college					
Males	37	33	28	25	21
Females	38	33	28	23	22
Disciplinary policies and practices					
Males	52	48	44	41	35
Females	46	40	39	33	31
Adequacy of library					
Males	34	32	29	26	24
Females	34	32	29	26	23
Opportunities for extracurricular participation					
Males	18	19	20	23	23
Females	16	18	20	21	23
Number and variety of course offerings					
Males	22	23	24	25	26
Females	23	24	25	25	24
Assembly programs and convocations					
Males	40	37	34	34	32
Females	38	36	35	35	30
School-sponsored social events (dances, parties)					
Males	40	39	42	40	36
Females	44	43	44	43	37

Table HH shows the percentage of 1971 seniors of each ethnic group who felt non-instructional aspects needed considerable improvement. Examination of Table HH reveals that the Black seniors of both sexes are more critical than the other ethnic groups with respect to

- friendliness of teachers and administrators,
- opportunities for extracurricular participation,
- number and variety of course offerings,
- assembly programs and convocations, and
- school-sponsored social events.

The Mexican Americans are not the most critical ethnic group with respect to any aspect. The Anglos are the most critical with respect to

- helpfulness of counselors in planning, and
- disciplinary policies and practices.

With respect to "Friendliness of teachers and administrators" the Black females are more critical than the males; for the other two ethnic groups the relationship is reversed. The males of the Anglo and Mexican American groups are more critical than the females with respect to "Disciplinary policies and practices"; the Black senior males and females are equally critical of this aspect.

TABLE HH: Responding 1971 seniors who felt various non-instructional aspects of their high school needed considerable improvement: by ethnic group

Non-instructional aspects	Ethnicity		
	Anglo	Black	Mexican American
Friendliness of teachers and administrators			
Males	25%	31%	22%
Females	20	37	19
Helpfulness of counselors in			
. planning for an occupation			
Males	27	24	23
Females	27	27	21
. planning for college			
Males	31	28	24
Females	31	29	23
Disciplinary policies and practices			
Males	48	41	35
Females	41	41	26
Adequacy of library			
Males	31	29	24
Females	30	31	25
Opportunities for extracurricular participation			
Males	18	31	23
Females	17	33	20
Number and variety of course offerings			
Males	23	31	25
Females	23	34	24
Assembly programs and convocations			
Males	37	39	27
Females	35	45	28
School-sponsored social events (dances, parties)			
Males	42	47	33
Females	44	53	32

Table JJ shows the increase between 1967 and 1971 in the percentage of seniors who felt each of nine non-instructional aspects of their high school "Need considerable improvement." Examination of Table JJ reveals that

- for both senior males and senior females, the percentage who felt their high school's disciplinary policies and practices needed considerable improvement increased by 14 percentage points between 1967 and 1971;

- assembly programs and convocations showed the next greatest increase of disapproval between the years;

- the percentage of seniors who felt the helpfulness of counselors in planning for an occupation needed considerable improvement did not change;

- the ethnic group having the largest increase between the years in the percentage who felt the number and variety of course offerings needs considerable improvement was the Anglo; and

- on most of the aspects the Mexican American had the least increase between the years in the percentage who perceived a need for considerable improvement.

TABLE JJ: Increase between 1967 and 1971 in the percentage of seniors who felt various non-instructional aspects needed considerable improvement

Non-instructional aspects	Increase in percentage who responded "Needs considerable improvement"			
	Anglo	Black	Mexican American	All ethnic groups
Friendliness of teachers and administrators				
Males	7%	9%	9%	9%
Females	7	13	4	7
Helpfulness of counselors in . planning for an occupation				
Males	-2	1	1	-1
Females	0	2	1	1
. planning for college				
Males	10	7	5	9
Females	10	7	5	8
Disciplinary policies and practices				
Males	15	14	13	14
Females	15	12	8	14
Adequacy of library				
Males	4	3	2	4
Females	6	1	5	5
Opportunities for extracur-curicular participation				
Males	4	7	6	5
Females	3	7	1	4
Number and variety of course offerings Males	9	2	6	9
Females	10	3	5	9
Assembly programs and con-vocations				
Males	13	12	6	12
Females	14	15	8	13
School-sponsored social events				
Males	7	9	1	6
Females	10	8	3	9

Use of library for class preparation

The 1971 seniors were asked to report the extent to which they used the library at their school in preparation of their class assignments. The responses provided for the senior's use were: "To a great extent," "Considerably," "To some extent," and "Not at all (or very little)." Table KK combines the percentage of seniors who checked the first two responses ("To a great extent" and "Considerably") and presents the percentage who checked "Not at all (or very little)"; the residual from 100% represents those checking "To some extent."

TABLE KK: Use of library at school for class preparations, 1971

Population group	"To a great extent" or "Considerably"		"Not at all (or very little)"	
	Males	Females	Males	Females
All seniors	27%	31%	30%	30%
By ethnic group				
Anglo	24	25	33	34
Mexican American	34	35	22	23
Black	44	44	17	17
By SES				
Upper	23	24	36	36
Upper middle	25	25	32	33
Middle	28	28	28	30
Lower middle	30	33	26	27
Lower	31	36	24	21

Table KK shows that three out of ten seniors reported making considerable use of the library at their school in the preparation of class assignments; another three out of ten reported never or very seldom making such usage. A slightly higher percentage of the females than the males responded either "To

a great extent" or "Considerably"; the percentage responding "Not at all" was the same for the females as for the males.

Use of the library at the school in preparation of class assignments is seen to be highly related to the ethnicity and socioeconomic status of the student. Anglos used the school library least and Blacks the most. The higher the socioeconomic status of the senior's family, the less use he made of the school library in class preparation.

The 1971 seniors also were asked to report the extent to which they used non-school libraries for class preparations. The responses provided for the seniors' use were: "Once per week or more," "About once a month," "Very seldom," and "Never." Table LL combines the percentage of seniors who checked the last two responses ("Never" and "Very seldom") and presents the percentage who checked "Once a week or more"; the residual from 100% represents those who checked "About once a month."

TABLE LL: Use of non-school libraries for class preparations, 1971

	"Once per week or more"		"Never" or "Very seldom"	
Population group	Males	Females	Males	Females
All seniors	13%	13%	56%	52%
By ethnic group				
Anglo	13	13	55	49
Mexican American	16	16	60	56
Black	15	17	60	56
By SES				
Upper	18	17	44	37
Upper middle	15	14	49	45
Middle	12	12	58	53
Lower middle	12	11	65	61
Lower	11	13	66	63

Table LL shows that only a little more than half the seniors reported that they never or very seldom used a non-school library in the preparation of their class assignments. There was almost no difference between males and females in the percentages using non-school libraries once per week or more for class preparation; however, the females were slightly less inclined than the males to respond "Never" or "Very seldom."

Little difference existed among the ethnic groups in the use of non-school libraries for class preparations. A slightly lower percentage of the Anglo than minority group seniors reported using a non-school library once a week or more but also had a slightly lower percentage who reported they never or very seldom made such use.

The relation of socioeconomic status to use of non-school libraries is the opposite to that for the use of libraries at school. The higher the socioeconomic status of the senior's family, the more use he made of non-school libraries for class preparation.

Curricular programs

The seniors were asked "Which phrases below best describe the program of courses you studied in high school?" a later question was "Now that you are a senior in high school, what program of courses do you wish you had taken?" The choices provided for each question were

- Commercial or business,
- Vocational or technical (includes vocational agriculture),
- Academic or college-preparatory,
- General, and
- My high school does not designate curricular programs.

Table MM shows, for the 1971 seniors who responded to the items, the percentage of each sex of each ethnic group who took each program of courses; in an adjacent column appears the percentage of each sex of each ethnic group who, as seniors, now wish they had taken each program of courses. The percentages for each sex/ethnic group depart from 100% by from 2 to 8 percentage points; aside from rounding error, the departure is due to choices of the response "My high school does not designate curricular programs." Examination of Table MM reveals that

- both sexes of all ethnic groups had much higher percentages who took than who wish they had taken the general program,

- both sexes of all ethnic groups had a lower (substantial for all except the Mexican American females) percentage who took than who wish they had taken a commercial/business program,

- the percentage of Mexican American and Black boys who took vocational/technical courses corresponds closely to the percentage who wish they had taken such courses,

TABLE MM: Seniors who took and who wish they had taken various curricular programs, 1971

Curricular program	Ethnic group	Males		Females	
		Did take	Wish had taken	Did take	Wish had taken
Commercial or business	Anglo	4%	13%	13%	23%
	Mexican American	8	21	27	31
	Black	9	26	18	30
Vocational or technical	Anglo	9	15	5	10
	Mexican American	22	23	12	15
	Black	19	21	14	20
Academic or college preparatory	Anglo	54	52	47	49
	Mexican American	38	42	31	39
	Black	35	35	33	34
General	Anglo	30	14	33	14
	Mexican American	28	8	27	10
	Black	29	10	29	9

- the females of all ethnic groups had a higher percentage wishing they had taken than did take vocational/technical courses,

- except for the general program, the programs taken were strongly related to the ethnicity of the pupils; for both sexes, the percentage of Anglos who took commercial/business or vocational/technical courses was half (or less) of the corresponding percentages given by seniors of the minority groups; and

- except for the Mexican American females, the percentage who took academic or college preparatory courses is close to that of those who wish they had taken such courses.

Table NN is similar to Table MM, but provides a breakdown by socioeconomic status of the seniors' families rather than by ethnic group. Examiniation of Table NN reveals that

- both sexes of all SES levels had much higher percentages who took than who wish they had taken the general program,

- both sexes of all SES levels had a lower percentage who took than who wish they had taken a commercial/business program,

TABLE NN: Seniors who took and who wish they had taken various curricular programs, 1971: by families' socioeconomic status

Curricular program	Socioeconomic status	Males		Females	
		Did take	Wish had taken	Did take	Wish had taken
Commercial or business	Upper	2%	9%	3%	12%
	Upper middle	4	13	8	19
	Middle	6	16	19	27
	Lower middle	6	19	25	32
	Lower	9	24	27	36
Vocational or technical	Upper	3	8	2	7
	Upper middle	6	13	4	10
	Middle	13	18	8	13
	Lower middle	20	24	11	17
	Lower	24	25	13	16
Academic or college preparatory	Upper	71	63	67	63
	Upper middle	58	54	55	52
	Middle	46	47	36	42
	Lower middle	34	37	27	34
	Lower	29	35	22	33
General	Upper	20	13	26	14
	Upper middle	28	14	31	14
	Middle	32	13	33	13
	Lower middle	35	13	33	12
	Lower	33	10	33	11

- except for males of lower SES families, both sexes had a lower percentage who took than who wish they had taken a vocational/technical program,

- seniors (especially the males) of upper and upper middle SES families had higher percentages who took than who wish they had taken academic or college preparatory programs,

- a higher percentage of the seniors (both sexes) of lower SES families wish they had taken than did take academic or college preparatory courses, and

- for both sexes, the higher the SES level of their families the lower the percentage of pupils who took, or who wish they had taken, either commercial/business or vocational/technical courses.

"Dropping out" of school

The seniors were asked "If you seriously considered dropping out of school, what was the most important reason for considering dropping out?" Table 00 shows that 15% or less of the seniors seriously considered "dropping out" of school, with slightly more of the boys than girls saying that they gave it serious consideration. A smaller percentage of the Mexican American seniors and seniors from the upper than lower socio-economic families said that they seriously considered dropping out of school. Perhaps the most important finding was that a larger proportion of the 1971 than 1967 seniors seriously considered "dropping out" of school. The greatest number of these seniors considered dropping out at the tenth-twelfth grade levels.

TABLE OO: Seniors who seriously considered "dropping out" of school

Population group	Males		Females	
	1967	1971	1967	1971
All seniors	10%	15%	6%	12%
Ninth grade or earlier	2	2	0	11
Tenth-twelfth grade	8	13	6	11
By ethnic group				
Anglo	9	14	6	12
Mexican American	12	15	9	11
Black	11	12	6	8
By SES of senior's family				
Upper	6	14	4	11
Upper middle	6	14	4	11
Middle	9	14	6	12
Lower middle	11	17	7	11
Lower	13	19	10	13

With regard to the most important reason checked for considering dropping out of school, Table PP shows that

- about an equal proportion (1/3) of all the 1967 seniors gave home-related reasons (i.e., needed to earn money, needed at home, considered marriage), school-related reasons (i.e., disliked school, teachers, or courses, or made poor grades), or other reasons (not specified);
- about 1/4 of all the 1971 seniors gave home-related or other reasons while 1/2 of these 1971 seniors gave school-related reasons;
- in 1967, the Anglo seniors were more likely to indicate school-related reasons while the Black and Mexican American seniors were more likely to give home-related reasons;

TABLE PP: Most important reason for considering "dropping out" of school

Population group	Males					
	1967			1971		
	Home	School	Other	Home	School	Other
All seniors	35%	38%	28%	24%	53%	23%
By ethnic group						
Anglo	23	46	32	16	61	23
Mexican American	50	27	22	43	38	19
Black	62	21	17	39	41	19
By SES of seniors						
Upper	16	47	37	9	67	24
Upper middle	23	46	30	16	60	25
Middle	29	42	30	20	57	23
Lower middle	34	39	27	29	49	22
Lower	49	29	22	42	37	20

Population group	Females					
	1967			1971		
	Home	School	Other	Home	School	Other
All seniors	39%	31%	29%	26%	48%	25%
By ethnic group						
Anglo	31	37	32	21	52	26
Mexican American	54	25	22	44	35	22
Black	57	19	25	33	41	25
By SES of seniors						
Upper	26	44	30	12	61	27
Upper middle	26	38	36	19	55	25
Middle	38	33	30	28	46	27
Lower middle	40	32	27	32	40	27
Lower	50	26	24	43	34	23

- in 1971, the Anglo seniors were much more inclined to give school-related reasons while about an equal percentage (30-40%) of the 1971 Black and Mexican American seniors were just as likely to give school-related as home-related reasons; and

- the lower the socioeconomic status of the seniors' families, the more often they indicated home-related reasons; the higher the socioeconomic status of the seniors' families, the more often they gave school-related reasons for considering dropping out of school.

Findings from the Second Sample

All of the data in the preceding sections was derived from the main sample (see p. 3 and Appendix B). The main sample, which tested seniors from the same districts used in 1967, made possible comparisons for discerning changes in the pupil populations between the four years.

The second sample (also described on p. 3 and in Appendix B) corrects for the dearth of small districts in the 1967 (and the replication) sample and is more representative of the districts in each of the education service center regions. The second sample substantially is the same as the 1967 replication sample: it contains 59 districts not in the main sample and contains all except five of the districts that were in the 1967 replication (main) sample. The number of seniors in the second sample who completed the battery was 4,475 greater than the number of seniors who completed the battery in the replication sample.

Table QQ shows that the mean scores obtained by seniors of the second sample were the same or very close to the mean scores of seniors of the replication sample.

TABLE QQ: Comparison of mean scores obtained by seniors of each sample

	Males		Females	
	Replication sample	Second sample	Replication sample	Second sample
English	14.1	14.2	16.1	16.2
Mathematics	16.3	16.3	14.3	14.4
Social studies	15.5	15.5	15.3	15.6
Natural sciences	17.2	17.2	15.3	15.4
Composite	15.9	15.9	15.4	15.5

Data from the second sample were not analyzed by ethnicity or by socioeconomic status of the seniors' families.

III. INTERPRETATION

Reliability and Validity

The drawing of conclusions from the data should be conditioned by consideration of the reliability and validity of the data. Precise statements regarding reliability and validity cannot be made; however, some reasonable judgments can be drawn.

Reliability

If the 1971 TAAS were to be repeated immediately, under the same sampling and administration procedures, the likelihood of substantial changes in the findings is very small. Scores were obtained on all four tests of the ACT from better than two out of every five Texas seniors. The procedures used to draw the sample for the 1967 TEDS (see Appendix C) appears to be suitable for drawing a massive yet unbiased sample of seniors. The 1971 TAAS achieved a close replication of the 1967 TEDS.

Comparability of the 1967 and 1971 samples

The comparability of the 1967 and the 1971 data cannot be assailed on the basis of differences in the lists of districts contributing seniors to the sample. The differences are trivial. In 1971 less than 1% of the seniors were from districts that had not been in the 1967 sample; in 1967 less than 1% of the seniors were from districts that did not contribute to the 1971 sample (Table A). The only substantial departure stems from one large district contributing all of its seniors in 1967 but only a 10% district-selected sample of its seniors in 1971; this departure caused the 1971 to have about 5% fewer respondents than it would have had if the district had tested all its seniors. The departure, incidentally, made impossible a meaningful analysis of the data by size of high school campuses.

Changes in the pupil populations

The data collected via the pupil information questionnaire do not indicate that the 1967 and 1971 studies differed substantially with respect to the characteristics of the pupil populations sampled (see pages 5 to 11 of this report). The statement cannot be supported, however, that the pupil populations did not differ in their characteristics. The ambiguity arises

from the fact that between the 1967 and 1971 studies the percentage of seniors who failed to respond to the questionnaire doubled on some items and even tripled on other items.

Students' attitudes

A more damaging validity question concerns the degree to which the scores represent the best efforts of the 1971 seniors. Although their motivation was not measured, several disconcerting observations have been made. As mentioned on page 4 of this report, the number of seniors in the 1971 sample who gave their ethnicity as "Oriental" was nine times as large as the total number of Oriental seniors in the state; the number choosing "Other (American Indian, etc.)" was 15 times as large as the number of American Indian seniors in the Fall Survey form of the U. S. Office of Education. Regardless of whether the excessively large number of seniors who reported themselves as members of the exotic ethnic group proceeded to try to make good scores on the tests, the validity of the analyses by ethnic groupings is reduced by an unknown amount.

The analyses by ethnic and by socioeconomic groups suffer from the high percentage of seniors who gave no response to the ethnicity item and who did not supply the information required for calculating the socioeconomic status of their families. The extent to which members of various ethnic and SES groups differ in their inclination to not provide such information is unknown. Did pupils who did not feel a compulsion to complete the items on the pupil information questionnaire then feel a need to extend their best effort toward answering the test items? The percentage of seniors who did not furnish the data necessary for the SES calculation increased from 16% in 1967 to 27% in 1971; how much of this reduction in compulsivity and compliance is reflected in the reduction in test score means? Such questions cannot be answered but they do cast doubt as to the meaning of the lowered means. For example, in 1971, the mean composite score of all Mexican American males, including those who did not provide the data necessary for calculation of their families' SES, was lower than the mean score of the Mexican American males of any SES group.

Administrators' attitudes

Although the 1971 TAAS was designed to replicate the 1967 TEDS as closely as possible, the context of administration was not feasible of duplication. The testing in 1967 was at the request of the prestigious Governor's Committee as part of its study of public school education. The school administrators in 1967 may have felt more concern to look good and to urge the students to do their best than they felt in the 1971 replication.

Conclusions

The validity questions sharply constrict the conclusions that can be drawn from the replication study. In particular, the interpretation of the decline in test scores between 1967 and 1971 as indicative of lessened academic achievement is rendered questionable by indications that the 1971 seniors may have been less inclined to extend themselves toward making their best possible scores. A few conclusions about the 1971 status, despite the pervasive change in student attitude toward testing, are firmly supported.

Equality of academic preparedness

The test score differences between pupil population groups, both in 1967 and 1971, are of such magnitude and consistency that one conclusion is inescapable: The various pupil populations are not equally prepared academically for success in college. As shown in Table K, all of the ethnic groups had some seniors who made very high (above 20) composite standard scores on the ACT. The percentage of the pupils making high scores differed widely, however, among the ethnic groups; Table K does not indicate a narrowing of the gap between the 1967 and 1971 testings in the percentage of seniors of each ethnic group who made composite ACT standard scores of 16 or higher.

Within each ethnic group the mean ACT scores were directly related to the socioeconomic status of the seniors' families. Figure 1 and Figure 2 indicate that each increase on the socioeconomic scale is associated with an increase in mean ACT score. Ethnicity appears to be a stronger factor than socioeconomic status; Anglo seniors of the lower socioeconomic

status obtained higher composite ACT scores than the Mexican American and the Black seniors of the upper middle socioeconomic status.

A slight narrowing of the gap among ethnic groups in mean scores between the 1967 and the 1971 testings is evidenced by Figure 1 and Figure 2. Within each SES group the mean scores of the Anglo seniors of both sexes and the Mexican American males declined; the mean scores of the Black males of all SES groups increased slightly, as did those of the Mexican American females of all SES groups except the upper middle.

Plans to attend college

A much lower percentage of the Mexican American seniors than either the Anglo or Black seniors plan to attend college next year (see Table M). Planning to attend college is closely related to the socioeconomic status of the senior's family.

Choice of two-year or four-year college

Mexican American seniors who plan to attend college next year are about evenly divided between two-year and four-year colleges as their choice. Anglo and Black seniors chose four-year colleges by a 2:1 ratio. Preference for a four-year college is closely related to socioeconomic status; preference for a two-year college is lower among upper SES seniors but the seniors of the remaining four SES groups are equal in their percentage of choice.

Plans to attend a vocational/technical school

A much lower percentage of Anglo than either Mexican American or Black seniors expect to attend a vocational/technical school next year. Such expectation is related to the socioeconomic status of the seniors' families.

Entering military service

The percentage expecting to enter the military service next year is twice as high for Black males as for Anglo males; the expectation by Mexican American males is over three times as great as for Anglo males. The expectation of entering the military service next year is closely related to socioeconomic status of the seniors' families.

Staying home next year

Only 3% of the senior females plan to stay home and raise families next year. No ethnic or SES group had a high percentage expecting to do this.

Working

The percentage of senior females who expect to be working next year is twice as high as that for senior males. The percentage for Mexican American females is about twice as high as that for Anglo and Black females. The expectation of working next year is related to socioeconomic status of the seniors' families.

Reasons for going to college

About four out of five of the college-bound males of each ethnic group and of each SES group gave a vocation-related reason as their most important reason for planning to go to college next year; the ratio was only slightly lower for the girls.

Reasons for not going to college

About one out of five non-college-bound seniors said the most important reason they were not going to college was because it was too costly; the differences among the ethnic and SES groups were not great.

Financial need

About half the college-bound seniors felt they would need financial help (beyond that provided by their families). About 2/3 of the Mexican American and Black seniors felt they would need financial help. About 1/3 of the upper SES and 2/3 of the lower SES seniors felt they would need help.

Highest degree sought

The percentage of seniors having each type of educational aspirations was closely related to the socioeconomic status of the seniors' families. A higher percentage of the Mexican American seniors expressed a willingness to stop with the high school diploma than did the Anglo or Black seniors. The percentage aspiring to a bachelor's or higher degree did not change between 1967 and 1971.

Occupational plans

About two of every five seniors of each sex expected to have a professional occupation in the future; the ratio is lower for the Mexican American seniors than for the Anglos and Blacks; such expectation was highly related to SES. Only 4% of the seniors expected the protective or service occupations to become their primary work.

Person helpful in planning future

Three out of every five seniors felt members of their family were the most helpful to them in planning their future. About the same percentage chose non-adult friends as chose school personnel.

Opinions of their high school programs

"Computer technology" was the instructional aspect and "Disciplinary policies and procedures" was the non-instructional aspect in which the highest percentage of seniors felt considerable improvement was needed. "School sponsored social events (dances, parties)" also were felt by over 2/5 of the seniors to need considerable improvement. Seniors of upper SES families were more critical of "Disciplinary policies and procedures" and of the helpfulness of counselors in planning than were the seniors of lower SES families. The Black females were especially critical of "School sponsored social events" and "Assembly programs." The Mexican American seniors tended to be the least critical of most aspects. "Disciplinary policies and practices" was the area in which there was the greatest increase, between 1967 and 1971, in the percentage of seniors who felt considerable improvement was needed.

Use of library

About 1/3 of the seniors reported that they used the school library very little or not at all for class preparation.

Curricular programs

The number of seniors who took the academic or college preparatory curriculum was about the same as the number who wished they had taken such a program. The number of minority group male seniors who took a vocational/technical curriculum was in close

agreement with the number who wished they had taken a vocational/technical curriculum; for the Anglos, however, more seniors of both sexes wished they had taken a vocational/technical program than did, in fact, take such a curriculum. For each ethnic group the seniors of both sexes had a higher percentage who wished they had taken than did take the commerical or business curriculum. Except for the general curriculum, the choice of curriculum (for both "did take" and "wish had taken") is closely related to the SES of the seniors' families.

Consideration to "dropping out"

For the Mexican American and Black seniors of both sexes home-related factors were the most important reasons for having considered "dropping out"; for the Anglo seniors school-related factors were the most important. The reason for considering "dropping out" is closely related to the SES of the seniors' families.

Comparison with Statewide Results

One objective of this assessment study was to provide Texas schools with statewide information on the performance of seniors in order that they might make certain comparisons with the performance of their seniors.

As previously indicated in this report, performance in the ACT battery varies substantially for subpopulations defined by ethnicity or socioeconomic status. This phenomenon prohibits a school from making valid comparisons of the performance of its seniors directly with statewide results. However, it seems that a more realistic comparison could be made if the ethnicity and socioeconomic characteristics of a school's population were used as a basis for comparison. For example, if a group of seniors were all Anglo from the top socioeconomic groupings, their group performance could be expected to be well above the average state performance level. A more meaningful comparison might be concerned with how the group's performance compares with the performance of a statewide group with similar characteristics.

One method of comparing the seniors' performance of a particular school to a state-based expectation level is suggested by the following procedures;

School % of	Oriental American Males	x 12.7 =
	Afro-American/Black Males	x 10.7 =
	Mexican/Spanish American Males	x 12.4 =
	Anglo American Males	x 18.6 =
	Other	x 15.0 =
	Prefer Not to Answer	x 14.0 =

School % of	Oriental American Females	x 12.4 =
	Afro-American/Black Females	x 10.9 =
	Mexican/Spanish American Females	x 11.8 =
	Anglo American Females	x 17.9 =
	Other	x 14.6 =
	Prefer Not to Answer	x 13.5 =

State-based Expectation Level #1 = _____

School % of	Upper SES Males	x 21.3 =
	Upper Middle Males	x 18.9 =
	Middle Males	x 16.7 =
	Lower Middle Males	x 14.4 =
	Lower Males	x 12.6 =

School % of	Upper SES Females	x 20.0 =
	Upper Middle Females	x 18.2 =
	Middle Females	x 16.1 =
	Lower Middle Females	x 13.7 =
	Lower Females	x 12.3 =

State-based Expectation Level #2 = _____

Schools that participated in the TAAS may find the percentages to develop the state-based expectation level #1 in Table 3.5 of their school report and in Table 3.4 for the state-based expectation level #2.

APPENDIX A: PUPIL INFORMATION QUESTIONNAIRE, 1971 VERSION

8A P

STUDENT PROFILE SECTION
SPECIAL TEXAS REVISION
DIRECTIONS

Your responses to these items will be used in educational research projects with the purpose of improving high school education in Texas.

Your answers will be considered confidential except for questions which are marked with an asterisk (*). Your responses to these four questions will be made available to your high school so that you may receive help in planning your future education and/or vocation.

By giving thoughtful and honest replies, you can help assure that future students will receive a better high school education. On the other hand, careless answers may lead to harmful educational decisions. **In no instance are you required to answer questions which you find objectionable.**

Respond to all items unless the directions for that item tell you that you may omit it.

PLEASE FOLLOW DIRECTIONS CAREFULLY.
Thank you for your cooperation.

1. Identify the **primary** or **most usual occupation** of your father.

The following categories (A-F) describe six groups of occupations. The statements after each part list various types of jobs that can be classified under each occupational group.

Read through parts A-F until you find the occupational group corresponding most closely to the primary or most usual occupational group of your father. Then select the statement that describes your father's job or jobs similar to it.

Each statement has a number. Blacken in the two spaces on the answer sheet corresponding to this number. (For example, if statement 20 described your father's occupation, you would blacken in a "2" in the first row of the answer sheet and a "0" in the second row.) If your father was not present during most of your childhood and adolescence, answer for the occupation of your male guardian. If you have no male guardian, simply code "00" opposite Question 1 on your answer sheet and proceed to Question 2.

If the most usual occupation was **farming** or **ranching** (raising crops, livestock breeding, poultry raising, etc.), describe the type of work by answering one of the following:

10. Migrant farm or ranch work, moving from place to place with the season
11. Regular work as a laborer on a farm, ranchhand on a ranch owned by someone else, or tenant (non-owner) of a small farm or ranch
12. Operated a relatively large farm (160 acres or more) or ranch (600 acres or more) as a tenant (non-owner)
13. Owned and worked a farm or ranch
14. Owned and operated a very large farm or ranch with three or more permanent employees; operated a farm or ranch as a kind of pastime (e.g., raised horses or pure-bred livestock) rather than as a primary source of income

B. If the most usual occupation was some type of **professional** work (e.g., medicine, teaching, the arts), describe the type of work by answering one of the following:

20. A profession which requires some training but not necessarily a college degree, such as optometry, medical technician, musician, or artist
21. A profession requiring a college degree or its equivalent, such as school teaching, undertaking, newspaper editor, nursing, or pharmacist
22. A profession requiring a great deal of college education (graduate school), such as lawyer, medical doctor, college professor, engineer, school superintendent, veterinarian, minister, chemist, architect, or dentist

C. If the most usual occupation was as an **owner** or **manager** in business, industry, or government administration, answer one of the following:

30. Owner or manager of a very small business with no other employees, such as tobacco or newspaper stand
31. Owner or manager of a small business, such as a service station, shoe repair store, or small bakery, with no more than five employees
32. Owner or manager of a business with five to ten employees, such as a hardware store, restaurant, or small grocery store
33. Employee is a business, industry, or government at the supervisory level or other position with some administrative duties
34. Owner or manager of small industry (10-25 employees), such as a machine shop or small manufacturing firm, a sales establishment (such as a department store) or restaurant having a similar number of employees
35. Owner or manager of moderate-sized business (less than 500 employees); assistant manager, office or department manager of large business, industrial or governmental enterprise; assistant to high level executive; or elected or appointed official in local government
36. Owner or manager of very large business or industrial enterprise, regional or division manager for such a concern, or elected or appointed official in state or Federal Government

D. If the most usual occupation was some type of **sales** or **clerical work** (including bookkeeping or accounting), choose from the following:

40. Clerk or sales person in business, such as a dimestore or grocery store
41. Office work requiring some training, such as bookkeeper, stenographer, typist, or sales job requiring knowledge of product in a business (e.g., a department or clothing store, ticket agent, mail clerk, etc.)
42. Salesman of relatively expensive merchandise, such as auto salesman, or clerical work with considerable responsibility (e.g., bank teller or secretary to an executive)
43. Sales or clerical position requiring considerable knowledge and responsibility, such as accountant (not certified), real estate or insurance salesman, or postmaster
44. Certified Public Accountant or sales work requiring advanced technical knowledge, such as computer or other types of complex equipment

E. If the most usual occupation was some type of **construction, factory work, skilled labor, or manual work** answer one of the following:

50. Heavy labor or odd-job worker
51. Semi-skilled worker, such as assistant to carpenter, or factory helper
52. Moderately skilled work, such as small appliance repair, telephone lineman, timekeeper, or house painter
53. Skilled trades, such as electrician, carpenter, machinist, foreman in a factory, or watchmaker
54. Work involving use of a number of skills, such as a building contractor

F. If the most usual occupation was in **service** or **protective** work (such as railroad engineer, policeman or military service) choose one of the following:

60. A service job having limited contact with people, such as janitor or cleaning woman
61. A service or security job with responsibility or contact with the public, such as night watchman, taxi or truck driver, gas station attendant, or waitress
62. A job with practical skills or training requirements, such as barber, fireman, policeman, practical nurse, cook, bartender, or enlisted man below sergeant or below petty officer
63. A job with training requirements and considerable responsibility, such as railroad engineer, sheriff, police inspector, detective, or sergeant or petty officer
64. A job with high responsibility and training requirements, such as airline pilot, officer in merchant marine, military officer of rank of/or below army captain or naval lieutenant
65. Military officer with rank of/or above army major or naval lieutenant commander or public official with high level appointment

2. Using the code numbers given in Question 1, blacken in the number corresponding to your mother's (or female guardian's) **most usual occupation** in the spaces opposite Question 2 on

your answer sheet. If your mother works only occasionally or part time, blacken "98" in the spaces after Question 2. If she spends all or most of her time as a housewife homemaker, blacken "99" in these spaces.

3. *Referring to the descriptions of the occupational categories (A-F) in Question 1, indicate the type of occupation which you expect will be your primary or usual work:

Farming or ranching 1
Professional 2
Owner, manager 3
Sales, clerical 4
Construction, factory work, skilled labor, manual work 5
Service, protective 6
Housewife/homemaker 7
I am uncertain 8

4. *What is the highest level of education you expect to complete?

High school diploma 0
Trade, technical, or business school (vocational program not part of a regular college) 1
College, but less than two years 2
Junior college degree or equivalent (two years) 3
Bachelor's degree or equivalent 4
Master's degree (M.A., M.S., M.B.A., M.Ed., etc.) 5
Professional degree (M.D., D.D.S., LL.B., B.D., etc.) 6
Doctoral degree (Ph.D., Ed.D., Sc.D., etc.) 7
Other college degree 8
I do not know or prefer not to answer 9

5. Which of the following statements **best** describe the highest educational attainment of the head of your household?

Completion of fourth grade or less 0
Completion of more than fourth grade but less than ninth grade 1
Completion of ninth grade but less than twelfth grade 2
High school diploma 3
Post-high school vocational, technical, or business-commercial program (less than two years) 4
Junior college degree or equivalent (two years of college) 5
Attended college more than two years but did not graduate 6
Bachelor's degree (B.S., B.A., etc.) 7
One, two, or three years of graduate or professional study 8
I do not know or prefer not to answer 9

6. Choose the statement which best described the changes your family has made in their place of residence during the past seven years (If you have moved more than once, describe the most recent move).

We have not moved in the past seven years 1
We have moved into a different house located in the same city or town (or in a town of similar size) 2
We have moved from a small town (less than 10,000) or rural area into:
a city (not a suburb) of more than 25,000 3
a suburb of a large city 4
We have moved from a city (of more than 25,000) to:
a small town or rural area 5
a suburb of a large city 6
We have moved from a suburb of a large city to:
the large city itself 7
a small town or rural area 8
Other, not described above 9

7. How many rooms are in your home? Count only the rooms your family lives in (Do **not** include bathrooms, hall-ways, porches, etc.).

2 or fewer 0
3 - 4 1
5 - 6 2
7 - 8 3
9 or more 4

8. *What do you think you will be doing at this time next year?

Attending a two-year college 1
Attending a four-year college 2
Attending vocational or technical school 3
Performing military service 4
Staying at home and/or raising a family 5
Working 6
Other 7

9. It is clear that students with different racial and ethnic backgrounds have different educational needs and goals. To identify those differences you are asked to respond to this item. If your background is listed below and you wish to so identify yourself, please answer this item. **You are not required to indicate your background.**

Oriental American 1
Afro-American/Black 2
Mexican/Spanish American 3
Anglo American 4
Other (American Indian, etc.) 5
I prefer not to answer 6

GO ON TO NEXT PAGE

P EA

The following items ask you to indicate the reasons for your going or not going to college next year. If you **do not** plan to go to college next year, respond to the statements in Column 1. If you **do** plan to attend either a junior college or a four-year college next year, respond to the statements in Column 2.

Column 1

Statements 10-19 list common reasons high school seniors give for **not going to college.** Indicate the degree to which each of these factors influenced your decision by using the following code:

Yes, this definitely influenced my decision..... Y
Probably this had some effect on my decision..... P
No, this was not important in my decision..... N

10. I simply cannot afford to go to college.
11. I wanted to attend a trade, business, or vocational school.
12. I would have to travel too far to go to college.
13. I will go into the service, be married, or will be employed right after graduation (that is, I will do something which does not require more schooling).
14. I have greater interest in doing other things besides studying.
15. My abilities seem to be strongest in activities other than school work.
16. If I were to go to college, I wouldn't know what I wanted to major in.
17. My counselor advised me to try something other than college.
18. My parents prefer that I do something other than go to college.
19. My high school courses were not college preparatory.

Column 2

Statements 10-19 list common reasons high school seniors give for **going to college.** Indicate the degree to which each of these factors influenced your decision by using the following code:

Yes, this definitely influenced my decision..... Y
Probably this had some effect on my decision..... P
No, this was not important in my decision..... N

10. A college education is necessary to enter or get ahead on most jobs that interest me (i.e., enter profession, acquire vocational, occupational skills).
11. College graduates usually earn much more money than nongraduates.
12. College gives the student an opportunity to discover his vocational interests and skills.
13. One can learn a lot about the social graces in college.
14. College can provide a rich source of lifetime friends.
15. In college, one can learn how to get along with others.
16. College broadens one's intellectual and cultural interests and appreciations.
17. College can teach one how to think and analyze problems.
18. My counselor advised me to go to college.
19. My parents wanted me to go to college.

20. From the list given in Questions 10-19 indicate the **one** factor which was most influential in your decision to attend or not to attend college next year.

21. If you seriously considered dropping out of school, what was the most important reason for considering dropping out?

Never considered dropping out	0
Needed to earn money	1
Needed at home	2
Considered marriage	3
Disliked school, teachers, or courses	4
Making poor grades	5
Other	6

22. At what grade level did you seriously consider dropping out?

Never considered dropping out	1
Eighth grade or earlier	5
Ninth grade	8
Tenth, eleventh, or twelfth grade	9

23. How old were you on September 1, 1970?

16 years or younger	0
17 years	1
18 years	2
19 years	3
20 years or older	4

24. From the list below, select the person who has been most helpful to you in planning your future.

I have received no help	00
Mother (or stepmother or female guardian)	01
Father (or stepfather or male guardian)	02
Brother or sister	03
Relative outside the immediate family	04
Friend of the same sex	05
Friend of the opposite sex	06
Minister, priest, or rabbi	07
Family physician	08
Elementary school teacher	09
Junior high teacher	10
High school principal (or assistant)	11
High school male teacher	12
High school female teacher	13
High school counselor	14
College admission counselor	15
Employer	16
Some other adult male	17
Some other adult female	18

25. From the list given in Question 24, select the second most helpful person to you in planning your future.

26. How many people live in your home?

2 or less persons	1
3 - 4 persons	2
5 - 6 persons	3
7 - 8 persons	4
9 or more persons	5

27. Which phrase below **best** describes the program of courses you studied in high school?

Commercial or business	1
Vocational or technical (includes vocational agriculture)	2
Academic or college-preparatory	3
General	4
My high school does not designate curricular programs	5

28. How many books are in your home?

None or very few (0-25)	1
One bookcase full (25-100)	2
Two bookcases full (101-250)	3
Three or more bookcases full (251 or more)	4

29. Now that you are a senior in high school, what program of courses do you **wish** you had taken?

Commercial or business	1
Vocational or technical (includes vocational agriculture)	2
Academic or college preparatory	3
General	4
My high school does not designate curricular programs	5

30. How many times has your family changed place of residence in the last seven years?

None	1
Once or twice	2
Three or more times	3

31. *If you plan to go to college do you expect to need financial help (beyond that provided by your family)?

Yes	1
No	2

32. How many hours a **week day** do you **usually** spend watching television outside of school?

None	1
1 - 2 hours	2
3 - 4 hours	3
5 - 6 hours	4
More than 6 hours	5

GO ON TO NEXT PAGE

P8A

Statements 33-45 describe some possible outcomes of a high school education. Indicate the degree to which you achieved each outcome by using the following code:

To a great extent 1
Considerably 2
To some extent 3
Not at all (or very little) 4

33. Improving my ability to think and reason
34. Broadening my intellectual interests and my understanding of the world
35. Increasing my appreciation of art, music, literature, and other cultural expressions
36. Discovering my vocational interests and aptitude
37. Attaining specific skills that will be useful on a job
38. Understanding how the American economic system works
39. Understanding how our democratic system of government works
40. Understanding the responsibilities and privileges involved in being an effective citizen
41. Increasing my effectiveness in inter personal relations
42. Learning how to deal with political or social injustice
43. Learning how to create and live in a healthy environment
44. Developing more personal independence and self-reliance
45. Finding a cause or causes I can really believe in

Would you rate the following aspects of your high school? Please try to be both frank and fair; react in terms of **your own experience or observations** and not in terms of what you may have heard from other students. If you have had no experience with a given item, simply omit. Use the following code:

One of the aspects of the school which needs considerable improvement 1
In-between 2
One of the most satisfactory aspects of the school 3
I've had no experience with this aspect of the school or prefer not to answer 4

46. Instruction in English composition
47. Instruction in mathematics
48. Instruction in social studies
49. Instruction in laboratory sciences
50. Instruction in non-laboratory sciences
51. Instruction in literature
52. Instruction in speech
53. Instruction in foreign languages
54. Instruction in vocational courses, such as vocational homemaking, cosmetology, vocational agriculture, or auto mechanics
55. Instruction in Industrial Arts
56. Instruction in Business-Commercial Education
57. Instruction in computer technology
58. Friendliness of teachers and administrators
59. Helpfulness of counselors in planning for an occupation
60. Helpfulness of counselors in planning for college
61. Disciplinary policies and practices
62. Adequacy of library
63. Opportunities for extracurricular participation
64. Number and variety of course offerings
65. Assembly programs or convocations
66. School sponsored social events (dances, parties)
67. I use the library at my school (Instructional Resource Center) in preparation of class assignments.

    To a great extent 1
    Considerably 2
    To some extent 3
    Not at all (or very little) 4

68. For class preparations, I used non-school libraries (those not located on my school campus).

    Once per week or more 1
    About once a month 2
    Very seldom 3
    Never 4

69. While in high school I was enrolled in honors, advanced placement, or accelerated course(s).

    Yes ..... Y
    No ..... N

Changes Between the 1967 and 1971 Student Profile Section (SPS) -- Pupil Information Questionnaire

The 1971 SPS differs from the 1967 SPS in the following ways:

Item 1, 1971.

B.20 Deleted undertaker assistant and librarian.
Added medical technician, musician, and artist.

C.35 Modified elected official in local government to elected or appointed official in local government.

C.36 Modified elected official in state or Federal Government to elected or appointed official in state or Federal Government.

E.50 Modified Heavy labor (such as ditch digging), odd-job worker to Heavy labor or odd-job worker.

F.60 Deleted scrubwoman.
Added cleaning woman.

F.62 Modified military enlisted man below sergeant to enlisted man below sergeant or below petty officer.

F.63 Deleted military non-commissioned officer.
Added sergeant or petty officer.

F.65 Modified public official with high level appointment such as police chief to public official with high level appointment.

Item 3, 1971.

Modified housewife or some other occupation to housewife/homemaker.

Item 4, 1971.

Modified Bachelor's degree or equivalent from a Texas college or university to Bachelor's degree or equivalent.

Added I do not know or prefer not to answer.

Item 8, 1971.

Modified What do you think you will be doing at this time next year? (attending a 2- or 4-year college in Texas, attending a 2- or 4-year college outside of Texas, other -- working, military, vocational school, etc.) to What do you think you will be doing at this time next year? (attending a two-year college, attending a four-year college, attending vocational or technical school, performing military service, staying at home and/or raising a family, working, other).

Item 9, 1971.

Added It is clear that students with different racial and ethnic backgrounds have different educational needs and goals. To identify those differences you are asked to respond to this item. If your background is listed below and you wish to so identify yourself, please answer this item. You are not required to indicate your background. (Six response categories: Oriental American, Afro-American/Black, Mexican/Spanish American, Anglo American, other--American Indian, etc., I prefer not to answer) In 1967 school personnel reported this item for each senior; these included: Anglo American, Latin American, Negro American, and other.

Item 10, 1971 (going to college).

Modified a college education is necessary to enter or get ahead on most jobs that interest me to A college education is...that interest me (i.e., enter profession, acquire vocational, occupational skills).

Item 11, 1971 (not going to college).

Deleted A college education is not necessary for the occupation I hope to enter.

Added I wanted to attend a trade, business, or vocational school.

Item 11, (going to college).

Modified College graduates earn much more money than non-graduates to College graduates usually earn much more money than non-graduates.

Item 12, 1971 (not going to college).

Deleted there are no desirable colleges located nearby.

Added I would have to travel too far to go to college.

Item 13, 1971 (not going to college).

Deleted I will go into the service (males), be married (females), or will be employed right after graduation.

Added I will go into the service, be married, or will be employed right after graduation (that is, I will do something which does not require more schooling).

Item 14, 1971 (not going to college).

Deleted I dislike studying and other academic work.

Added I have greater interest in doing other things besides studying.

Item 15, 1971 (not going to college).

Deleted My ability to do school work is too limited.

Added My abilities seem to be strongest in activities other than school work.

Item 17, 1971 (not going to college).

Modified My counselor advised me not to try college at this time to My counselor advised me to try something other than college.

Item 18, 1971 (not going to college).

Modified My parents prefer that I not go to college at this time to My parents prefer that I do something other than go to college.

Item 19, 1971 (not going to college).

Modified Did not take right high school courses for entrance into college to My high school courses were not college preparatory.

Item 26, 1971.

Added How many people live in your home?

Item 29, 1971.

Added Now that you are a senior in high school, what program of courses do you WISH you had taken?

Item 32, 1971.

Added How many hours a WEEK DAY do you USUALLY spend watching television outside of school?

Item 36, 1971.

Modified Discovering my vocational interests to Discover-my vocational interests and aptitudes.

Item 43, 1971.

Added Learning how to create and live in a healthy environment.

Item 54, 1971.

Modified Instruction in vocational courses such a Vocational Homemaking or Cosmetology (females) - Vocational Agriculture or Auto Mechanics (males) to Instruction in vocational courses, such as vocational homemaking, cosmetology, vocational agriculture, or auto mechanics.

Item 55, 1971.

Modified Instruction in Industrial Arts (primary males) or Business-Commerical Education (primary females) to Instruction in Industrial Arts.

Item 56, 1971.

Added Instruction in Business-Commercial Education.

Item 67, 1971.

Added I use the library at my school (Instructional Resource Center) in preparation of class assignments.

Item 68, 1971.

Added For class preparations, I used non-school libraries (those not located on my school campus).

Item 69, 1971.

Added While in high school I was enrolled in honors, advanced placement, or accelerated course(s).

APPENDIX B: SCALE OF SOCIOECONOMIC STATUS

The same scale was used in 1971 TAAS as was used in the 1967 TEDS.

The scale is based on four items:

1. Father's occupation
2. Head of household occupation
3. Number of rooms in the house
4. Number of books in the home.

If a student failed to respond to one of the four items he was eliminated from all social strata analyses.

Weightings

Each senior's response to the "father's occupation" item was given a weight of 1 to 7.

Response	Weight
10, 30, 50, or 60	1 (lowest possible score)
11, 31, 51, or 61	2
12, 32, 40, 52, or 62	3
33, 41, 53, or 63	4
20, 34, 42, or 54	5
13, 21, 35, 43, or 64	6
14, 22, 36, 44, or 65	7 (highest possible score)

The content of each response to the "father's occupation" item refers to the first item in the "Student Profile Section" of Appendix A.

Each senior's response to the "head of household occupation" item was his score (see item 5 of Appendix A), except that he was eliminated from the social strata analyses if he responded "9" (or omitted the item). The lowest possible score was 0 and the highest possible score was 8.

Each senior's response to the "number of rooms in the house" item was his score (see item 7 of Appendix A). The lowest possible score was 0 and the highest was 4.

Each senior's response to the "number of books in the home" item was his score (see item 28 of Appendix A). The lowest possible score was 1 and the highest was 4.

Raw score

The socioeconomic status raw score of each student was obtained by adding his scores for the four items. The range was from 2 (lowest) to 23.

Levels of socioeconomic status (SES)

Raw scores of 20 or greater were assigned to the "upper" SES level; 16-19 to the "upper middle"; 11-15 to the "middle; 8-10 to the "lower middle"; and 7 or below to the "lower" SES level.

APPENDIX C: THE SCHOOL DISTRICTS WHOSE SENIORS CONSTITUTED THE SAMPLES

The 1967 sample

The districts whose seniors constituted the sample used by the Governor's Committee on Public School Education (GCPSE) were selected in 1967 by the following procedures:

1. School districts ranked according to ADA (average daily attendance); cumulated total ADA calculated.

2. Calculated that approximately 125 (actually 128) districts could be selected by automatically including all districts with an ADA of 12,000 or more, and using an interval of 12,000 to sample all smaller districts of less than 12,000 ADA.

3. All districts of 12,000 or more ADA selected automatically.

4. Random number selected as starting point: 1,004,592.

5. The random starting point designated the first selected district for the sample of smaller districts, by taking the district in which the cumulated total of ADA fell.

6. Each additional district for the sample selected by systematically adding 12,000 to the ADA identifying the previously selected district.

The GCPSE obtained a sample of 126 districts (plus two districts which did not teach Grade 12) by use of the above procedure and succeeded in getting 119 of the districts to participate in the 1967 testing.

The 1971 sample

The 1971 Texas Achievement Appraisal Study (TAAS) attempted to obtain the participation of the same districts as those drawn for the 1967 GCPSE sample.

Of the 119 districts that participated in the 1967 GCPSE study, 113 also participated in the 1971 TAAS. In addition, one of

the urban districts that participated in 1967 selected a sample of 10% of its seniors for testing in 1971; further, three of the seven selected districts that did not participate in 1967 did participate in 1971. Two of the districts that participated in the 1967 GCPSE study had been consolidated with other districts, one of whom participated in the 1971 TAAS.

As can be seen from Table A, 98.8% of the 69,008 seniors who completed the entire ACT battery for the 1971 TAAS were in school districts that had participated in the 1967 GCPSE study.

List of participating districts

The following districts were asked to administer the ACT and the pupil information questionnaire to all their seniors. When a school district did not participate, i.e., did not administer the ACT and the questionnaire to any of its seniors, this is noted beside the district name. The list is organized by education service center region.

Region I

Brownsville ISD
Harlingen ISD
Laredo ISD
McAllen ISD
Mercedes ISD
Pharr-San Juan-Alamo ISD
Rio Grande City ISD
San Benito ISD

Region II

Agua Dulce ISD
Corpus Christi ISD
Kingsville ISD
West Oso ISD

Region III

Bay City ISD
Refugio ISD (did not participate in 1971)
Victoria ISD
Wharton ISD
Yoakum ISD

Region IV

Aldine ISD
Alief ISD
Angleton ISD
Crosby ISD
Deer Park ISD
Dickinson ISD
Galena Park ISD
Galveston ISD
Goose Creek ISD
Houston ISD
Klein ISD
La Marque ISD (did not participate in 1971)
Pasadena ISD
Spring Branch ISD
Sweeny ISD (did not participate in 1967)

Region V

Beaumont ISD
Bridge City ISD
Orangefield ISD
Port Arthur ISD

Region V (cont.)

South Park ISD
West Orange-Cove ISD

Region VI

A&M Consolidated ISD
Madisonville ISD
Rockdale ISD

Region VII

Alto ISD
Carthage ISD
Diboll ISD
Hemphill ISD
Hudson ISD
Longview ISD
Lufkin ISD (did not participate in 1971)
Marshall ISD
Minden ISD (did not participate in 1971)
Nacogdoches ISD
Palestine ISD
Troup ISD
Tyler ISD
Yantis ISD

Region VIII

Linden-Kildare ISD
Texarkana ISD

Region IX

Henrietta ISD
Jacksboro ISD
Quanah ISD
Wichita Falls ISD

Region X

Commerce ISD
Coppell ISD
Dallas ISD
Denison ISD
Garland ISD
Grand Prairie ISD (did not participate in 1967)
Irving ISD
Kemp ISD
Mesquite ISD
Richardson ISD
Sherman ISD

Region XI

Arlington ISD
Azle ISD
Birdville ISD
Bridgeport ISD
Castleberry ISD
Fort Worth ISD (10% sample)
Gainesville ISD
Hurst-Euless-Bedford ISD
Northwest ISD

Region XII

Corsicana ISD
Marlin ISD (did not participate in 1967)
Temple ISD
Waco ISD

Region XIII

Austin ISD
Comfort ISD
Lockhart ISD

Region XIV

Abilene ISD
Baird ISD
Breckenridge ISD
Cisco ISD
Hawley ISD
Ira ISD
Snyder ISD
Sweetwater ISD

Region XV

San Angelo ISD
Schliecher ISD

Region XVI

Amarillo ISD
Borger ISD
Hart ISD
Turkey ISD

Region XVII

Frenship RHSD
Levelland ISD
Lubbock ISD
Olton ISD
Plainview ISD
Seminole ISD

Region XVIII

Fort Stockton ISD
Midland ISD
Monahans-Wickett-Pyote ISD
Ector ISD

Region XIX

El Paso ISD

Region XX

Charlotte ISD
Edgewood ISD
Harlandale ISD
North East ISD
Northside ISD
Pearsall ISD
Poteet ISD
San Antonio ISD

Additional sample

Another sample was designed to improve the extent to which the GCPSE sample was representative of each of the 20 education service center (ESC) regions of the state. The results from this additional sample are useful to each of the service centers as reflecting the 1971 status of the seniors. However, the results are not comparable with the results from the sample used by 1967 GCPSE study. The results from the additional sample were analyzed separately, with each ESC receiving the results for its region; except on page 61, the results from the additional sample are not used in this report. The additional sample contained the same districts as the main (replication) sample except for the deletion of five districts and the addition of 59 districts.

The following districts were in the main (replication) sample but were not in the additional sample.

Region IV

Aldine ISD

Region V

Port Arthur ISD
South Park ISD

Region VII

Marshall ISD

Region IX

Quanah ISD

The following districts were in the additional sample but not in the main (replication) sample.

Region II

Sinton ISD

Region III

Columbus ISD
Halletsville ISD

Region V

Silsbee ISD
Nederland ISD

Region VI

Wallis ISD
Crockett ISD
Centerville ISD
Corrigan-Camden ISD
Coldsprings-Oakhurst ISD
Huntsville ISD

Region VII

Hallsville ISD

Region VIII

Pittsburg ISD
Sulphur Springs ISD
North Lamar ISD
Daingerfield ISD
Clarksville ISD

Region IX

Megargel ISD
Seymour ISD
Petrolia ISD
Crowell ISD
Saint Jo ISD
Electra ISD
Graham ISD

Region X

Denton ISD
Stephenville ISD
Burleson ISD
Mineral Wells ISD
Weatherford ISD
Everman ISD
White Settlement ISD

Region XII

Meridian ISD
Gatesville ISD
Bynum ISD
Lampasas ISD
Coolidge ISD
Goldthwaite ISD

Region XIII

New Braunfels ISD
Seguin ISD
Taylor ISD

Region XV

Early ISD
Winters ISD
Del Rio ISD

Region XVI

Hereford ISD
McLean ISD
Dumas ISD
Canyon ISD
Tulia ISD

Region XVII

Lamesa ISD

Region XVIII

Alpine ISD
Big Spring ISD
Forsan ISD
Pecos-Barstow ISD
Presidio ISD
Terrell County ISD
Rankin ISD
Wink ISD

Region XX

Alamo Heights ISD